DOCUMENT RESUME

ED 352 126 PS 020 876

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TITLE	Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Leadership II Formative Evaluation of Cluster 37, October 14, 1989 through June 6, 1992.
INSTITUTION	Nova Univ., Fort Lauderdale, Fla.
PUB DATE	92
NOTE	148p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Course Descriptions; *Doctoral Programs; Elementary Secondary Education; Higher Education; *Leadership; Nontraditional Education; *Professional Development; Program Descriptions; Seminars
IDENTIFIERS	*Nova University FL

ABSTRACT

Nova University is a nontraditional university that offers practitioner-oriented, field-based doctoral programs, including a program in child and youth studies. This program begins with a seminar called Leadership I, and ends 3 years later with a Leadership II seminar. Instruction takes place in clusters, or groups of professionals in a geographic area. This paper describes of offering of Leadership I and II to a cluster of students between 1989 and 1992. Leadership I introduced concepts of leadership theory and research and strategic planning. Students designed a 3-year plan for their professional development, maintained a diary, and identified issues relevant to social problems. Leadership I examined leadership at the levels of self, organization, and society, and the three leadership activities of analysis, envisioning the future, and transforming visions into action. In the Leadership II seminar held 3 years later, students' professional development plans were reviewed, and visions and plans for future projects were developed. Appendices include various materials relevant to the leadership seminars, education in general, and Nova University. (BC)

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TOWARD THE 21st CENTURY: PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES

LEADERSHIP II FORMATIVE EVALUATION OF CLUSTER 37

October 14, 1989, through June 6, 1992

by

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SUMMER 1992

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TOWARD THE 21st CENTURY: PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES

Child And Youth Studies, Cluster 37
October 14, 1989, through June 6, 1992

by

Warren H. Groff
National Lecturer for Leadership I and II
Summer 1992

Abstract

The ultimate purpose of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems -- health and human services, business and industry, government and public service, and education and training.

Nova University developed a practitioner oriented field-based doctoral program in early childhood in 1972 which was extended to include the study of middle childhood in 1974. The program in Early and Middle Childhood formed the basis for the program in Child and Youth Studies which was implemented in spring of 1989. CYS begins with Leadership I and concludes with Leadership II three years later. CYS was first offered to Cluster 34 in Ft. Lauderdale between April 1, 1989, and March 14, 1992, and is described in a paper with the same title.

This paper describes the second offering of Leadership I to Cluster 37 which began on October 14, 1989, and Leadership II which concluded on June 6, 1992. The paper also presents Program Development Activities, Conclusions, and some of the material presented in Leadership II.

* * *

CREATIVE ORGANIZATIONAL PROTOTYPES

> I believe that there exists a possibility for a type of organization so fundamentally more creative than the traditional, authoritarian hierarchy that it is only dimly reflected, even in the most successful, current practitioners of new management principles.

Peter Senge. Sloan School of Management, Massachusetts Institute of Technology.

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F. Developmental Tasks for Nova Communiversity

* * * * * * * * * *

CREATING SOMETHING NEW AND FRESH

> The major task for society and the economy is
> to create something new and fresh as opposed
> to just improving on the old.

Peter Drucker. Innovations and Entrepreneurship Principles and Practices. New York, NY: Harper and Row, Inc., 1985.

Nova University and Child and Youth Studies

Nova University is a nontraditional institution committed to developing practitioner oriented, problem solving, field based doctoral programs. Nova developed a doctoral program in early childhood education in 1972. The program was extended to include the study of middle childhood in 1974. Participation is open to educators, counselors, social service personnel, psychologists, and other helping professionals. Formal instruction takes place in clusters, a cohort of 20 to 30 professionals in a geographic area. Several regional cluster were formed to accommodate students from areas that normally do not have a sufficient number of students to form a local area cluster.

The Ed.D. Program in Early and Middle Childhood was used to develop the Ed.D. Program in Child and Youth Studies by specifying program and student learning outcomes, strengthening the emphasis on proactive leadership, and adding three areas of specialization: (a) School Management and Instructional Leadership, (b) Management of Programs, and (c) Special Services for Children. CYS program and student learning outcomes are as follows:

1. Be articulate and be able to communicate effectively
   -speaking, writing, listening.
2. Be an informed professional concerning:
   -breadth and depth of child and youth issues and
   -perspective on solutions to child and youth problems and issues.
3. Be analytical and a problem-solver.
4. Develop leadership change agent skills.
5. Demonstrate a sophisticated outlook and globally concerned behaviors.
6. Show progressively developed and demonstrated growth in performance of program expectations.

CYS begins with Leadership I and ends with Leadership II three years later. Research indicates that leadership consists of three phases: (1) analysis, (2) vision, and (3) action. Strategic planning is the primary tool used by people who lead. Leadership I introduces the concepts of leadership theory and research as well as the concepts of strategic planning. In addition, each student was asked to specify a Professional Development Plan for the three year program, maintain a diary/log of significant concepts and their implications, and identify issues for two societal problems. Leadership II has a focus on creating a vision and plan of action for restructuring institutions. Leadership II begins with analysis, a review of the Professional Development Plan and a synthesis of the diary/log. Then, each student develops a vision of the future for a project. Then, the vision is refined into an action plan with organizational and human resources development components - a PDP for after graduation from CYS.

Leadership I

The "book ends" model is a simple concept that was practiced in the late 1960s by the Dean of the Graduate School of Business at Syracuse University. He taught the first and last graduate seminars to understand value added between new students and finished products. The CYS model has a specific focus on value added in terms of the development of bold, creative, proactive, visionary, transformation leadership for an area of specialization.

The study of leadership is not new. Researchers studied Horace Mann -- his vision, what he did, how he did it, his characteristics, etc. Researchers also documented leadership in the late 1800s and early 1900s that ultimately led to the evolution of vocational education. Researchers also documented leadership in the Sputnik era that ultimately led to such things as the application of the Research to Development to Demonstration to Dissemination Paradigm to education and projects such as the Administering for Change (ACP) Program at Research for Better Schools in the late 1960s. ACP was an attempt to understand planning and management technology and its role in influencing "systems" change toward quality and equality. A combination of a Research and Development Center (RDC) and a Regional Education Laboratory (REL) produced Individually Prescribed Instruction. An REL demonstrated interaction analysis in Mirrors of Behavior. These projects relate to leadership.

What is new about the study of leadership relates to fundamental restructuring. The economies of the world are restructuring. Restructuring is reflected in business, work, and every institution in society -- particularly the family. The industrial nations of the world are critically examining contemporary traditional schools and colleges. Unfortunately for the U.S., the contemporary traditional educational model does not rank well in productivity or cost. The contemporary traditional industrial era schools no longer produce the critical mass of intellectual capital or skilled workers to sustain the current economy, let alone compete effectively in the new emerging economy based on advanced communication and information technologies. In critical skill area such as mathematics and sciences, the U.S. is last or near last among industrialized nations. Interestingly, the newly industrialized nations on the Pacific Rim will have an advantage as they expand education; these nations can pick the best educational practices from industrialized nations throughout the world. The graduate educational pipeline has produced managers to fine tune the contemporary traditional industrial era schools and colleges but has not produced leaders with competencies and skills for fundamental restructuring or, more importantly, for creating entirely new caring and learning environments.

Essentially, the research indicates that leadership occurs at three levels -- self, organization and society -- and consists of three activities - analyzing and evaluating, creative futures visioning, and transforming visions into action (Attachment 1). The CYS proposal is a simple concept -- analyze value added between new students and" finished products in terms of personal and contextual variables. Leadership I is intended to introduce students to the theoretical and philosophical foundations of leadership which are synthesized into significant concepts and implications for problems in a student's work context. Knowledge not applied is shorn of its meaning. Leadership II is a demonstration of the application of the principles of leadership after a student has acquired significant concepts from research and evaluation, human development, an area of specialization, and political processes and social issues, practica activity, and summer institutes. Each student creates a vision for a project and refines the vision into an action plan - a Professional Development Plan that, hopefully, will then be used in the student's work context after graduation.

A Study Guide was written and a Book of Reading And Resources was assembled for Leadership I in summer and fall of 1989. An exhaustive search for texts did not yield any books that were a "perfect" match for Leadership I. It was decided to use Society As Educator In An Age of Transition Eighty-sixth Yearbook of the National Society for the Study of Education edited by Kenneth D. Benne and Steven Tozer; Secrets of Effective Leadership: A Practical Guide To Success by Fred A. Manske, Jr.; and Guide to Strategic Planning for Educators by Shirley D. McCune. Although several publications and national organizations began to refer to restructuring, no books or models could be found that described in detail alternative education such as partial technological deschooling, cooperative lifelong learning, problem based learning, etc. Books that deal with the technology intensive model include The Electronic Schoolhouse by Hugh F. Cline and others and The Education Utility by Dennis D. Gooler.

Several national organizations conducted research and developed statements about leadership. For example, the University Council for Educational Administration released Understandings, Attitudes, Skills and Symbols: Leadership in the Future in 1983 (Attachment 2). In addition, several national organizations began to develop position statements, policies, and centers for restructuring activities. These organizations include the National School Boards Association, National Association of State Boards of Education, Council of Chief State School Officers, and the American Federation of Teachers. Right From The Start was published by NASBE in 1988.

LEADERSHIP

	ACTIVITIES		
Levels	ANALYSIS AND EVALUATION	CREATIVE FUTURES VISIONING	TRANSFORM VISIONS TO ACTION
SELF			
ORGANIZATION			
SOCIETY			

UNDERSTANDINGS, ATTITUDES, SKILLS AND SYMBOLS: LEADERSHIP IN THE FUTURE

1. Understandings

   Understandings of Leadership
   Understanding Complexity and Contextuality
   Understanding the "Global" Nature of Things

2. Leadership Attitudes

   Toward Leadership Itself
   Toward Society
   Toward Schooling and Education
   Toward People
   Toward Power
   Toward the Unknown

3. Leadership Skills for the Future

   Focusing Upon the Present and the Future Simultaneously
   Bridging Between and Among Many Sectors of Interest
   Mixed Scanning, Monitoring, and Interpreting Events
   Appraising Skill
   Adaptation Skill
   Skill in Utilizing Intuition
   Decision-making Policy Development Skills
   Managing Symbols

4. Enduring Leadership Skills

   Goal Setting and Purpose Defining
   Planning Skill
   Organizing Skill
   Communicating and Managing Information
   Trust Building

Levern L. Cunningham and Thomas W. Payzant, Understandings, Attitudes, Skills and Symbols: Leadership in the Future (Columbus, OH: The University Council for Educational Administration, 1983).

Document is Part III of a series by A Task Force Report from The UCEA University - School District Partnership. Other documents are:

I. Society and Education: Educational Management for the 1980's and Beyond.

II. Critical Challenges for Leaders Who Anticipate and Manage the Future.

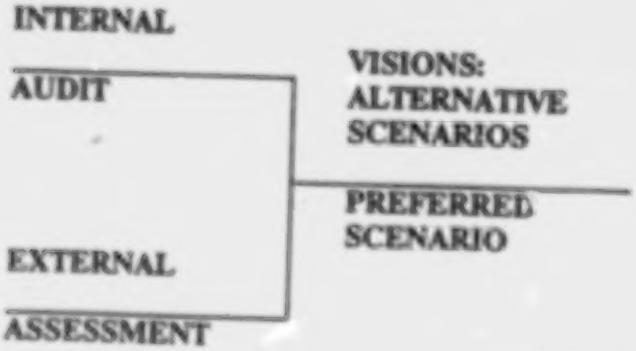
III. Implications for Preparation Programs and In-Service Programs.

Leadership I met three times in fall 1989. Prior to the meeting of the first session, each student wrote a brief statement about the context in which s/he works, listed several problems that intrude on her/him, and wrote a paragraph or two about three or four problems. This assignment was sent to the faculty member one week prior to the first session. In the first session, the faculty member presented an overview of the CYS philosophy and program, talked about program and student learning outcomes and noted the relationship of study areas to them, and reviewed the tools for Leadership I. The faculty member introduced the theoretical and philosophical foundations which underlie leadership. He discussed the three levels and the three activities of leadership. He introduced strategic planning as a primary tool for "leading" and indicated how its use is shifting from intramural planning to intermural collaboration among establishments (Attachment 3).

The faculty member discussed the distinction between strategic thinking and operational planning. Strategic thinking and operational planning require two distinct modes of thought. Strategic thinking has a focus on what an organization or group of agencies want to achieve. Strategic thinking should produce a long-term vision of the future based on an analysis of several alternative scenarios and the specification of a preferred scenario. The long-term vision of the 1990s and the 21st Century should be based on an analysis of a broad range of demographic, social, economic, political, technological, and other variables. Operational planning maps out how that vision will be achieved. Operational planning consists of the interpretation of a preferred scenario into a multi-year action plan with a statement of resource requirements. The first year of the multiyear action plan contains detailed objectives to which fiscal year operating dollars are assigned. The operational plan provides the conceptual framework for organizational development and human resources development (Attachment 4). Maximum synergism is possible when the organizational development and the human resources development components in a comprehensive plan are synchronized. The OD and HRD framework are the basis for institutional effectiveness evaluation and performance appraisal, a demonstration of value added to the establishment, to individuals, and to society.

The national lecturer highlighted societal problems and the conditions of education. Students took a modified Myers Briggs, the Kolb Learning Styles Inventory, Torrence Hemisphericity, and the Hersey and Blanchard Leader Effectiveness and Adaptability Description (LEAD) tests. Students were divided into small groups based on the data to accomplish study area learning objectives. The first session concluded with a synthesis of significant concepts and their implications - the start of the diary/log.

STRATEGIC THINKING



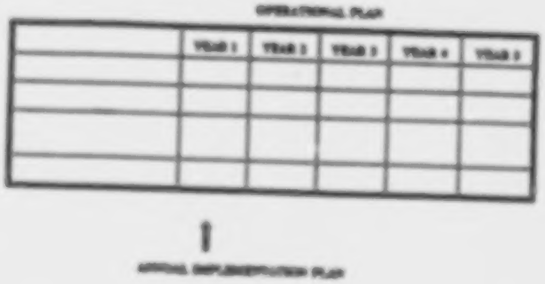
INTERNAL
AUDIT

EXTERNAL
ASSESSMENT

VISIONS:
ALTERNATIVE
SCENARIOS

PREFERRED
SCENARIO

1. 21st CENTURY
2. 1990s - 2nd HALF



OPERATIONAL PLANNING

VISIONS OF THE FUTURE

	1955 POSTINDUSTRIAL SOCIETY	1985 EARLY TECHNICAL SOCIETY	2000 ADVANCED TECHNICAL SOCIETY	2020
HEALTH & HUMAN SERVICES				
BUSINESS & INDUSTRY				
GOVERNMENT & MILITARY				
EDUCATION & TRAINING				

STRATEGIC THINKING: MAXIMUM SYNERGISM = LEADERSHIP THROUGH OD + HRD + TQC

Pre Program Audit	Year 1	Year 2	Year 3	Year 4	Year 5	Post Program Audit
Organizational Development						
Mission Primary Program Secondary Program Climate/Culture Institutional Effectiveness						
Human Resources Development						
Conceptual Interactive Technical						
Hoped for Outcomes	↔					Actual Outcomes

For the second session, each student completed the synthesis and evaluation of the first session, wrote a Professional Development Plan, and submitted them to the faculty member one week prior to the session. The faculty member discussed philosophical and theoretical foundations of leadership, significant concepts, and implications. He emphasized visions of the future and transforming of visions into operational plans with organizational development and human resource development components that are synchronized. The student PDPs included an audit of self, an audit of organization, and a three year plan of action built upon CYS program requirements. Data from one of the tests were used to form small groups for discussion of major concepts. The faculty member discussed societal problems and issues using cultural diversity as the topic. Data from one of the tests were used to form small groups so that students could discuss problems that intrude on them in their work context and specify a list of related issues. The session concluded with synthesis and evaluation of meeting two.

For the third session, each student (1) completed the synthesis and evaluation of the second meeting, (2) wrote a paper on two problems, and submitted the paper to the faculty member one week prior to the meeting. Each student made a four minute oral presentation on one of the two problems and distributed a list of issues for both problems to peers. Each student rank ordered the top four problems. This learning activity is intended to help each student to more clearly define problems and issues and to more fully understand the politics of building consensus in setting of priorities. Each student was encouraged to start a file on a dozen or so problems into which materials can be placed. Session three included a final examination which asks each student to synthesize the learning experience of Leadership I and specify why it is a necessary prerequisite for the rest of CYS.

Session three also included a brief introduction to grantsmanship. Developing an idea into a full-blown project requires the creation of a proposal with several components: (1) rationale - why, (2) goals and objectives - what, (3) methodology - how, (4) evaluation, and (5) budget. Each student received a packet of materials that included technical review forms for several programs: (1) cooperative education, (2) special education, (3) handicapped persons, and (4) strengthening institutions. Cultural diversity and the potential for international trade was used as the proposal topic. Establishments must shift from cultural destructiveness, blindness, and incompetence to cultural competence, proficiency, and responsiveness. From an international trade perspective, 75% of all markets lie off shore. The conceptual framework for the proposal included (1) assessment of an establishment's service area, (2) audit of an establishment's internal environment, (3) preservice preparation of personel, (4) inservice activities, (5) planned organizational development activities, (6) learning experiences, and (7) preparation for occupations in international trade (Attachments 5 and 6).

Session three included a presentation on "Toward the 21st Century," alternative education that emphasized partial technogical deschooling models. During 1988-89, this author began more extensive research on community and establishment renewal. The Casey Foundation had funded several large scale community renewal projects that were attempting to restructure social infrastructure establishments to be more responsive to The Same Client (Hodgkinson, 1989). Within education, several alternative forms of education were emerging which were analyzed for a workshop for the Arkansas Department of Education in September 1989. Alternative education included categories within contemporary traditional education (CTE), partial technological deschooling (PTD), collaborative lifelong learning (CLL), solution based learning (SBL), and other education and training providers (ETP) such as corporations and institutions run by the federal government like the Federal Executive Institute (Enclosure 7). A conceptual framework of "Info Era Learning Communities of the Future" was presented and PTD was discussed (Enclosure 8).

PTD includes distant learning systems. Technology intensive systems include the Apple Classrooms of Tomorrow and IBM's School of the Future. Technology intensive delivery systems were described in Any Home A Classroom (Halperin, 1984) and The Education Utility (Gooler, 1986). In 1984, New York Institute of Technology announced it was possible to complete a four-year degree program via personal computer and modem. That was followed by "College comes to you, in your own home, on your own schedule" through The Electronic University Network. The presentation included a proposal to divide the U.S. into six regions and create a Research and Development Center for implementation of PTD through four demonstration sites in each region. Each of the demonstration sites would have a project on cultural diversity sensitivity and one of the demonstration sites would have a project on international trade (Attachment 9).

The third session concluded with a discussion about maintaining the diary/log to enhance learning and for the first asignment in Leadership II -- an analysis and evaluation of significant concepts in the CYS Program.

Attachment 10 is an overview. Details of the seminar are reported in the formative evaluation "Preparing Visionary Proactive Transformational Leaders For Children and Youth: Formative Evaluation of Leadership I For Three Clusters 34, 37, and 38" (ED 327 118).

CULTURAL DIVERSITY

A. Assessment of Service Area
   1. Demographic and Social Characteristics
   2. Country of Origin
   3. Attitudes, Beliefs, and Values
   4. Perception of America, State, and Community

B. Audit of Establishment (School, Social Service Agency)
   1. Mission Statement
   2. Governance
      a. Board Composition
      b. Policies
   3. Primary Programs
   4. Support Programs
   5. Staff (Hiring, Orientation, Inservice, Appraisal)

C. Preservice Preparation of Personnel
   1. Core General Education Requirements
   2. Major Field Requirements
   3. Professional Requirements

D. Inservice Activities
   1. Hiring Orientation
   2. Throughout the Year

E. Learning Experiences
   1. Curriculum (Single Discipline or Interdisciplinary)
      a. Social Sciences (History, Sociology, etc)
      b. Languages
   2. Co-curricular
   3. Parental Involvement

F. Developing A Plan of Action - moving from cultural destructiveness, blindness, and incompetence TO cultural competence, proficiency, and responsiveness.

G. International Trade (Occupational Preparation)
   1. Language
   2. Politics
   3. Values and Attitudes
   4. Law
   5. Education
   6. Religion
   7. Technology and Material Culture
   8. Social Organization

IMPORTANT ELEMENTS IN UNDERSTANDING OTHER COUNTRIES

LANGUAGE

- Spoken language
- Written language
- Official language
- Linguistic pluralism
- Language hierarchy
- International languages
- Mass media

EDUCATION

- Formal education
- Vocational training
- Primary education
- Secondary education
- Higher education
- Litarery level
- Human resources Development

POLITICS

- Nationalism
- Sovereignty
- Imperialism
- Power
- National interests
- Ideologies
- Political risk

RELIGION

- Sacred Objects
- Philosophical system
- Beliefs and norms
- Prayer
- Taboos
- Holidays
- Rituals

VALUES AND ATTITUDES

- Toward time
  - achievement
  - work
  - wealth
  - change
  - scientific method
  - risk taking

TECHNOLOGY AND MATERIAL CULTURE

- Transportation
- Energy systems
- Tools and objects
- Communications
- Urbanization
- Science
- Invention

LAW

- Common law
- Code law
- Foreign law
- Home country law
- Anti-trust policy
- International law
- Regulation

SOCIAL ORGANIZATION

- Kinship
- Social institutions
- Authority structures
- Interest groups
- Social mobility
- Sexual stratification
- Status systems

ALTERNATIVE EDUCATION

1. Contemporary Traditional Education (CTE) Models

   a. Within a CTE Classroom
   b. Within a CTE School
   c. Within a Single Subject - Math, Science, Humanities
   d. Between Subjects - Math and Science, English, and Social Sciences
   e. Between Tracks - Academic and Vocational
   f. Between Schools Within a District - Level, Magnet Schools
   g. Between Districts - "Choice"
   h. Within a State - North Carolina School of Arts
   i. Special Focus - "At-Risk", Drop Out Prevention, Disciplines, Articulated, Differentiated/Developmental Curriculum, Learning Styles, Pregnant Females, Substance Abusers, Cultural Diversity, Substance Abuse, Personal Abuse
   j. Between Layers - Middle College High School

2. Partial Technological Deschooling (PTD) Models

   a. Distant Learning Systems
   b. Apple Classrooms of Tomorrow - Elementary Level
   c. IBM's School of the Future - Secondary Level
   d. The Education Utility

3. Collaborative Lifelong Learning (CLL) Models

   a. Cooperative Education
   b. Clinical Affiliations
   C. Compacts - Academic Credit for Public Service
   d. Partnerships

4. Solution Based Learning (PBL) Models

5. Other Education and Training Provider (ETP) Models

   a. Nontraditional Private Providers
   b. Corporate Sponsored Providers
   c. Home Based Instruction, Correspondence

6. Role of Support Units

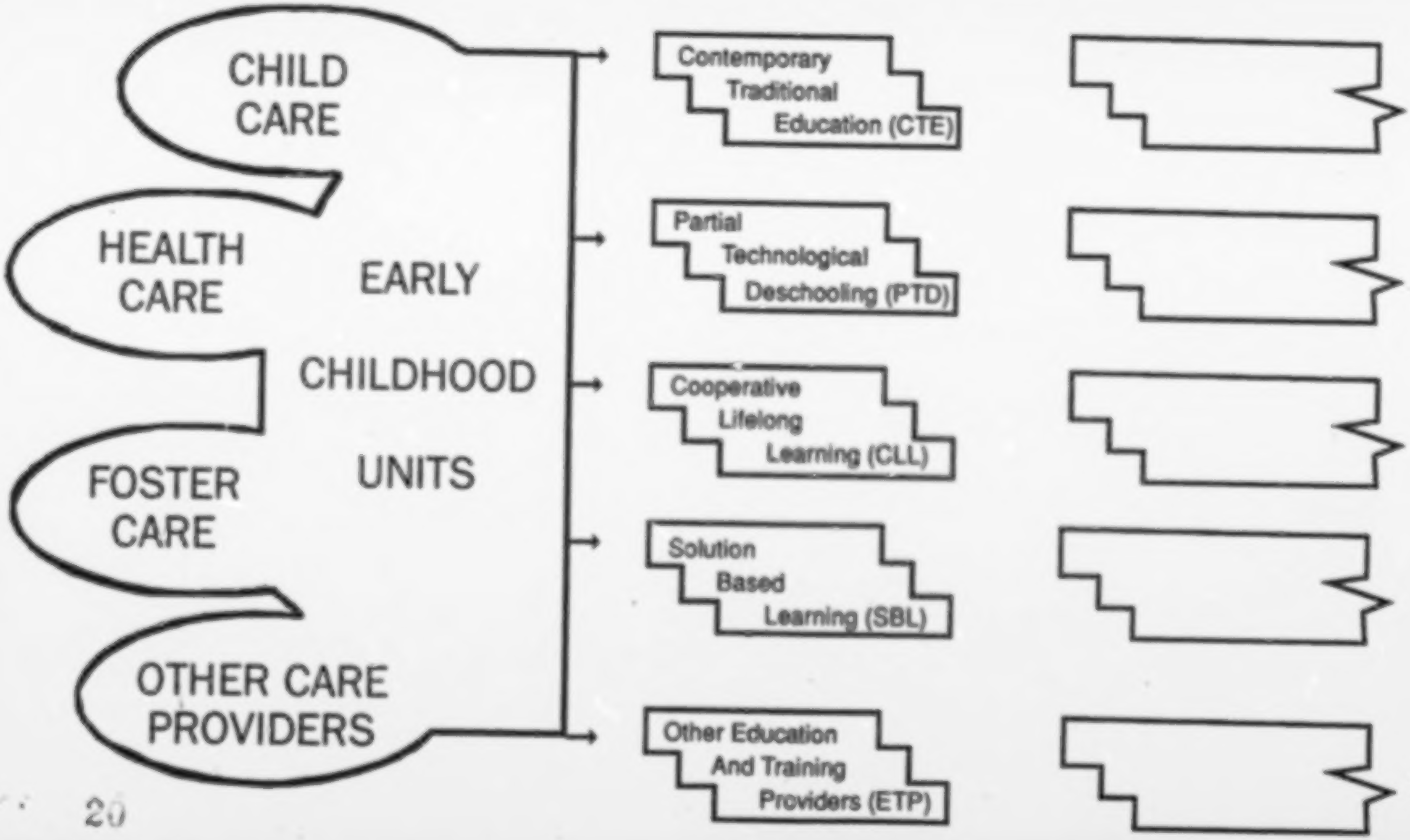
   a. Library and Instructional Materials
   b. Instructional Development and Media
   c. Student Assessment, Counseling, Diagnostic Services
   d. Administration
   e. Boards-Advisory, Committees, Directors, Foundations, Trustees

INFO ERA LEARNING COMMUNITIES OF THE FUTURE

BEGINNING
CARING & LEARNING
ENVIRONMENTS

TRANSITIONAL YEARS
LEARNING SERVICES
ENVIRONMENTS

ADVANCED LEARNING
RESEARCH & SERVICE
ENVIRONMENTS



CHILD CARE

HEALTH CARE

FOSTER CARE

OTHER CARE PROVIDERS

EARLY CHILDHOOD UNITS

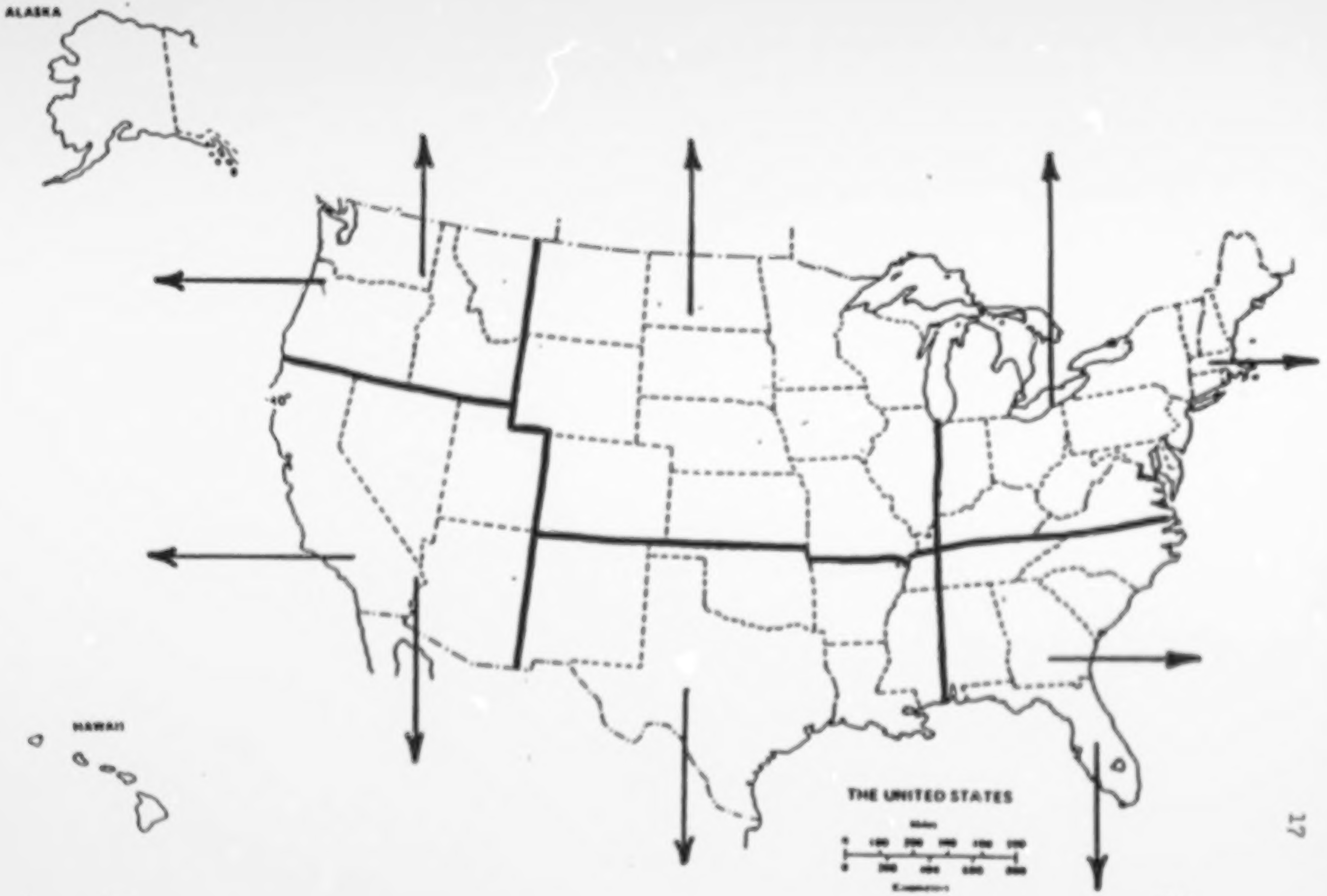
Contemporary Traditional Education (CTE)

Partial Technological Deschooling (PTD)

Cooperative Lifelong Learning (CLL)

Solution Based Learning (SBL)

Other Education And Training Providers (ETP)


ALASKA
HAWAII
THE UNITED STATES
Miles
Kilometers

SESSION OVERVIEW

LEADERSHIP I

SESSION #1	SESSION #2	SESSION #3
Welcome Nova Philosophy CYS Program	Transformational Leadership HRD + OD	Student Oral Presentations of Problems and Issues
Break	Break	Break
Megatrends Strategic Thinking Myers Briggs	Group Discussion (Based on LEAD) Group Reports	Rank Order Problems Final Examination
Lunch	Lunch	Lunch
Strategic Planning Group Discussion (Myers Briggs)	Problems & Issues Cultural Diversity	Grantsmanship Proposal Development -Cultural Diversity
Break	Break	Break
Group Reports Take Kolb Synthesis Session #2	Group Discussion of Problems & Issues (Based on Kolb) Synthesis Session #3	Toward the 21st Century Log - Leadership II Summer Institute Evaluation

Between Leadership I and Leadership II

Cluster #34 completed Leadership I in spring of 1989. A formative evaluation was completed for that group (ED 212 946). Cluster #37 completed Leadership I in fall of 1989 and Cluster #38 completed Leadership I in winter of 1990. A formative evaluation of Clusters 34, 37, and 38 was written in June 1990 (ED 327 118). In addition, Cluster #40 completed Leadership I in fall of 1990 and National Cluster (NC) #46 completed Leadership I in spring of 1991. A formative evaluation of the multi-tech NC was written in spring of 1991. Furthermore, Cluster #34 completed Leadership II in winter 1992 and a formative evaluation was written. A second NC was started in February 1992. The display of these activities is as follows:

	1989	1989-90	1990-91	1991-92
#34	L-I			L-II
#37		L-I		L-II
#38		L-I		
#40			L-I	
#46 National Cluster			L-I	
#50 National Cluster				L-I

Second, many of the ideas for specific learning activities were the result of discussions and reflections with mature adult students in Political Processes and Social Issues (PPSI). PPSI is the final study area of the Early and Middle Childhood program which was the base upon which CYS was built. CYS consists of a five step problem solving process: (1) analysis of work context and problems; (2) specification of issues for one societal problem; (3) analysis of organizational structure and decision makers at local, state, and national levels relative to the problem; (4) analysis of internal and external variables relative to the problem; and (5) specification of an action plan. Many PPSI students expressed agreement that several of these activities should be included earlier in the program. Students in PPSI provided valuable input during the design and implementation stages of Leadership I and II.

Third, many ideas for learning experiences are the result of insignts and knowledge gained from related activities in the Programs for Higher Education (PHE) and from consultancies. Between the time Cluster 37 completed Leadership I and started Leadership II, this author taught numerous PHE core seminars in Leadership, Governance and Management, Human Resources Development, and also completed the fourth cycle of two specialization seminars in vocational, technical, and occupational education (ED 335 519). Consultancies, research, workshops, and week-long institutes on strategic planning contribute to the development of learning activities in seminars.

Leadership II

Leadership II was offered to Cluster 37 on April 4, May 9, and June 6, 1992. Prior to the first meeting, each student was sent a cover memo; set of instructions; textbook; list of resources on restructuring and visions; and analyses by four students from Cluster 34: Michael Ferrentino, Joe Trim, Judy Lever, and Arlene Holt (Appendix A). The textbook was The Fifth Discipline: The Art and Practice of the Learning Organization by Peter Senge. A faculty member used Schools For the 21st Century which contains several good ideas for developing a vision including the "Preface," the "Visions" chapter, and "beliefs" on page 121.

Analysis. The first assignment provided each student with the opportunity to reflect back over the learning progression from Leadership I through Political Processes and Social Issues. Each student was asked to identify significant concepts and their implications and write a brief paper on how these ideas apply to their work setting. The paper was to be sent to the National Lecturer one week before the first meeting.

The morning began with overview remarks about Leadership II -- analysis, vision, and action plan. Students shared the results of their synthesis of the CYS program in small groups based on a modified Myers Briggs test which yields planning preferences: strategic planner, pragmatic manager, strategic humanist, or pragmatic humanist (Appendix B). One group consisted exclusively of "high score" strategic humanists, a second group consisted of strategic humanists and strategic planners, a third group consisted of pragmatic humanists, and a fourth group consisted primarily of pragmatic managers.

Reports from small groups were made about significant concepts and their implications to the entire Cluster. The four groups indicated that significant concepts in Leadership I included raising awareness and understanding about societal problems, characteristics of leadership, organizational development, and human resources development. The students agreed that valuable learning experiences in Leadership I included the Professional Development Plan, specification of issues for societal problems, introduction to grantsmanship, and the visioning presentation.

Each student distributed a copy of her/his synthesis.

Of the 27 students, seven students essentially scored the same between the two administrations of the modified Myers Briggs test. Fourteen students' scores placed them three or four cells from where they had placed in the first administration. Six students shifted five or more cells.

From Analysis To Visions. The second assignment provided each student with an opportunity to develop a vision of the future for a project. The afternoon session dealt with (1) a review of restructuring activities, (2) examples of conceptual frameworks for creating visions and information about advances in science and technology, (3) a discussion of the library/media center and its importance in the global networked era, (4) a case study of strategic planning, (5) comments about Total Quality Commitment, and (6) instructions for the visions paper. Packets of material were distributed for most of these topics.

A prelude to the discussion of restructuring activities included analysis of data from the longitudinal study on educational progress, recent statistics from the National Assessment of Educational Progress which highlight student proficiency scores in mathematics and science, and other relevant data (Attachment 11). Activities that were highlighted included projects funded by the Casey and RJR Nabisco Foundations, America 2000, Catholic Schools for the 21st Century, Edison Project, the Michigan Partnership for New Education, and tech-prep and worklink projects. The National Lecturer reviewed categories of alternative education presented in Leadership I that include variations within contemporary traditional education (CTE), partial technological deschooling (PTD), collaborative lifelong learning (CLL), solution based learning (SBL), and other education and training providers (ETP) such as corporations. This part of the presentation concludes with ways of creating visions -- trend extrapolation or dreams -- and the transition to strategic thinking (Attachment 12).

The New American Schools Development Corporation October request for proposals was distributed to students and the National Lecturer provided an update on NASDC.

Second, examples of conceptual frameworks for creating visions were discussed and information was distributed about advances in science and technology. The National Lecturer focused his remarks on the need to produce KNOWLEDGE WORKERS of the future who use communication and information technologies and the role of functions such as data and information processing, library and media centers, and community outreach. Rapid advances in research and development in the 1970s, led to the miniaturization of electronics and inventions such as the personal computer. Institutions that were engaged in strategic planning in the late 1970s had to make a "mindset" change from thinking about the size of the next mainframe for administrative and academic purposes to a new mindset involving distributive, real time networking. Advances in communication and information technology made it possible to break through the placebound and timebound formats that constrained industrial era establishments.

8TH GRADERS MATH PROFICIENCY

		ALL	WHITE	BLACK	HISPANIC	ASIAN
1.	North Dakota	30.6	32.9	N/A	5.6	N/A
2.	Iowa	26.7	28.0	N/A	9.4	N/A
3.	Nebraska	26.6	29.4	2.0	5.3	N/A
4.	Minnesota	25.4	27.2	5.9	3.3	17.6
32.	North Carolina	9.2	13.4	1.7	1.3	N/A
33.	Alabama	8.8	12.2	1.5	2.4	N/A
34.	Louisiana	5.4	8.7	0.7	1.9	N/A
35.	Washington D.C.	2.8	N/A	1.0	1.7	N/A

SECONDARY SCHOOL SCIENCE

BIOLOGY	CHEMISTRY	PHYSICS
4 OF 5 STUDENTS	LESS THAN 1/3 OF BIO STUDENTS	LESS THAN 1/2 OF CHEM STUDENTS
80 OF 100	26	13

RETHINKING, RESTRUCTURING, REVITALIZING

1991-92 1992-93 1993-94 1994-95

CASEY FDN

RJR NABISCO

AMERICA 2000
  OERI

CATHOLIC SCHOOLS
  FOR 21st CENTURY

EDISON PROJECT

BLUEPRINT 2000

VISIONS

PAST	TODAY	21st CENTURY
1940s - 1980s	1990s	2000 - 2020

TREND
-->
EXTRAPOLATION

DREAMS & VISIONS
<--
EQUALITY & QUALITY

During the early 1980s, it became possible to begin to envision distant education systems that went beyond the site based constraints and begin to plan for the delivery of education and training into the home, workplaces, and community. At that time numerous institutions began to modernize through communication and information technology. A 1986 CAUSE publication entitled Computers Serving Students: The Community College Way edited by Judith W. Leslie profiled seven exemplary institutions. Dr. Leslie then developed a "Framework For Formulating An Institutional Technological Profile" (Attachment 13). In 1987, the author presented a conceptual framework of the "Components of the Human Resources Development System" to the Commission on the Future of Community Colleges of the American Association of Community and Junior Colleges (Attachment 14, ED 280 538).

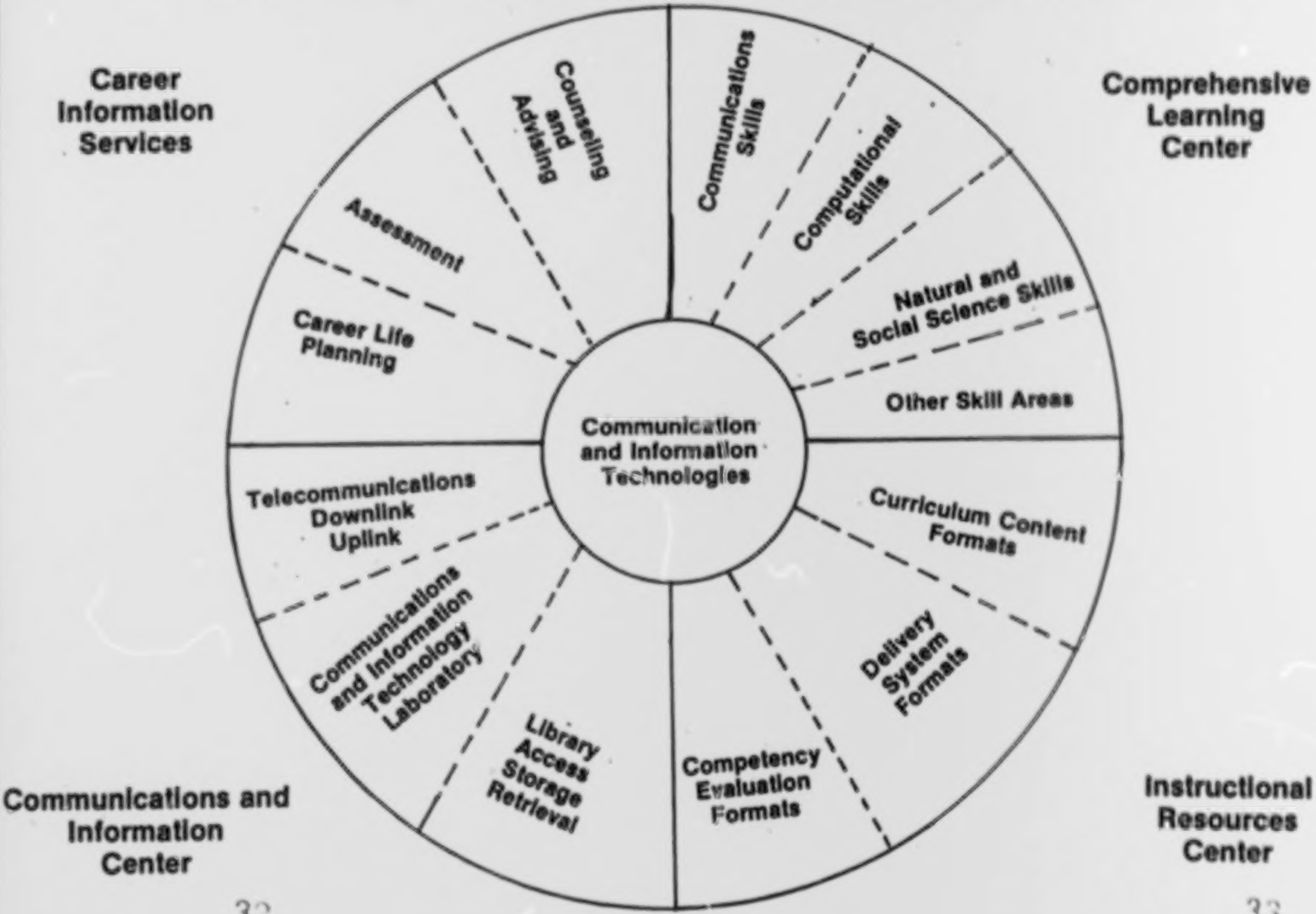
Creating a vision of the future must begin with an understanding of the forces that will shape society in the 21st Century and translate them into developmental tasks for organizational development (OD) and human resources development (HRD). What are the demographic, social, economic, technological, and political forces that will shape the future? For example, California will be one-third minority by the year 2000 and will have 52 seats in Congress during the 1990s as a result of the 1990 Census, more than the 50 seats of 16 western states combined. California's economy ranks 6th among nations in the world. How will California evolve? What type of economy, workplace needs and workforce competencies and skills, will emerge in this Pacific Rim nation-state? What will be the relationship between culturally diverse populations and quality of life, particularly for the have-nots? What are the implications for care givers and service providers for contemporary traditional institutions and entirely reconfigured caring and learning enrivonments?

Advances in research and development will reshape the world and force industrial nations to rethink, restructure, and revitalize human resources development systems. The U.S. government operates about 300 research and development centers, 210 of which belong to the Federal Laboratory Consortium (FLC) for Technology Transfer that was formally chartered by the Federal Technology Transfer Act of 1964. FLC conducts research in agriculture, commerce, defense, energy, health and human services, science, space, technology, transportation, etc. The Defense Advanced Research Projects Agency (DARPA) spends more than $300 million each year on "dual-use" technology that have both civilian and defense applications. DARPA was the agency that first funded the early generation of super computers in the 1950s and 1960s. Today DARPA is being geared toward dual use projects such as research in semiconductors, high-definition display technology, etc.

FRAMEWORK FOR FORMULATING AN INSTITUTIONAL TECHNOLOGICAL PROFILE

Institutional Function	PHRASES OF TECHNOLOGY				
	Phase One (Record Keeping	Phase Two (Communication)	Phase Three Creative Use of Information Technology; CA1, CAD/ CAM	Phase Four (Decision-Making)	Phase Five (Artificial Intelligence)
Instruction	Select Applications Individualized Basis	Limited All-in-one Office Automation	Data Processing Curricula Faculty Literacy Program CA1, TICCIT, TEACH CAD/ CAM, ESL		
Instructional Support	Library Automation Fitness Centers Laboratories	Library Automation	Laboratories		
Student Services	Student Information Systems FAMS Degree Audit Transcript Job Placement	Student On-line Registration CARL Electronic Articulation			
Institutional Port	HRS, FRS Budget Purchasing Alumni Maintenance	All-in-one Office Automation Videotext Upload/Download Telecommunications Training	Budget End-user Programming Training		

COMPONENTS OF A HUMAN RESOURCES DEVELOPMENT SYSTEM



Career Information Services

Counseling and Advising

Assessment

Career Life Planning

Comprehensive Learning Center

Communications Skills

Computational Skills

Natural and Social Science Skills

Other Skill Areas

Communication and Information Technologies

Communications and Information Center

Telecommunications Downlink Uplink

Communications and Information Technology Laboratory

Library Access Storage Retrieval

Instructional Resources Center

Curriculum Content Formats

Delivery System Formats

Competency Evaluation Formats

National Aeronautics and Space Administration has been working on satellite communications since 1960. Since the early 1970s the Europeans and Japanese have poured billions of dollars into competing programs in an effort to dominate an international satellite communications market. NASA's Advanced Communications Technology Satellite (ACTS) Program is an effort to push the U.S. ahead of European and Japanese competition. A NASA satellite, due to be launched in December 1992, will test new technology for the way in which companies do business in 19 regions. Such advances will change the skill requirements and will impact on education.

Third, the importance of the library/media center was discussed, highlighting its role in the global networked era. The role of the library has changed dramatically in the last decade. The library and media center have been transformed into an information and technology hub that is already indispensable to students and staff. There is evidence that library and computing services organizations have begun to converge as the technologies used to store and transmit information become similar. Furthermore, there is evidence that the characteristics inherent in information combined with the technical capability provided by new information technology have created the prospect of a new range of possibilities. Distance is irrelevant. The data bases and expert systems can be accessed in a variety of settings -- workplaces, community agencies, or home.

The centrality of the library and information services is seen in numerous activities and projects. One example is the White House Conference on Library and Information Services for Productivity, for Literacy, and for Democracy was held in July 1991. The National Commission on Libraries and Information Science (NCLIS), with assistance from a 30 member Conference Advisory Committee, planned the White House Conference authorized under Public Law 100-382. The 50 states, District of Columbia and U.S. territories, as well as American Indian Tribes and federal library units conducted preconference activities to ensure widespread participation among their constituents to develop priorities. For example, Michigan conducted four regional meetings prior to a statewide conference in June 1990. Texas conducted ten regional meetings prior to a statewide conference in January 1991. Texas developed fact sheets for each of the three topics -- productivity, literacy, and democracy -- to assist in "Building Community Partnerships."

Fourth, strategic planning is the primary tool that is being used to prepare for restructuring contemporary traditional institutions. The Nebraska case study on strategic planning was presented -- strengths, weaknesses, opportunities, threats, and assumptions. The eight areas of emphasis were presented and an explanation was provided for an area of emphasis -- human resources development.

Fifth, education is in the early stages of adopting the technology of strategic planning. At the same time, a few "services" sector establishments are experimenting with adapting Total Quality Management (TQM) designed primarily for manufacturing establishments. TQM is based on a variety of techniques including Statistical Process Control (SPC) and Statistical Quality Control (SQC). The extent to which TQM can be adapted to education or other service establishments is yet to be demonstrated in improved quality or enhanced productivity while containing costs. Furthermore, because an institution "manages" things but should lead people, the concept could be labeled more appropriately Total Quality Committment, Total Quality Improvement, Total Quality Involvement or some term that captures the essence of process and product in the learning enterprise. Learning is very much an individual activity (Attachment 15).

A review of theory, research, and practice about TQC reveals a focus on "ends" and "means." The "ends" include beliefs clarification, shared values, and dimensions and standards of quality of life. The "means" of human resource development systems include the three dimensions of structure, people, and process or work. In manufacturing, there is a decided trend away from assembly line processes of individuals merely contributing one small aspect to the assembly of a finished product toward processes where all workers participate as a member of a team to design and build a product. For example, Chrysler will attempt to use the "Volvo" approach to make cars in its new Chrysler Technology Center. A student could envision how to apply TQC to an empowerment site-based management model to improve equality and quality of services.

Several ideas that were discussed as topics for creating a vision included Goal 4 of America 2000, the creation of a Middle College High School, incresed use of technology, implementation of an empowerment process such as Total Quality Commitment, and system restructuring projects. The author was a member of a small team that planned a Middle College High School, an alternative optional high school for at-risk students, in 1966-67 that became operational on a college campus beginnning in fall of 1967.

The National Lecturer concluded the afternoon session with comments about the visions paper, an elaboration of information contained in "Instructions for Leadership II." He also provided instructions about oral presentations with handouts and visuals. Each student idicated the visions project on which s/he would work.

TOTAL QUALITY

- COMMITMENT
- LEARNING
- INVOLVEMENT
- IMPROVEMENT
- EDUCATION
- MANAGEMENT
- CONTROL

TOTAL QUALITY COMMITMENT

CONTINUOUS IMPROVEMENT OF QUALITY

CENTRAL FOCUS ON THE CONSUMER

SYSTEMATIC IMPROVEMENT OF OPERATIONS

OPEN WORK ENVIRONMENTS - ATMOSPHERE

LONG-TERM THINKING

HUMAN RESOURCES DEVELOPMENT

COORDINATION AND LEADERSHIP

Robbie Lee Needham. "Total Quality Management: An Overview." Leadership Abstracts. Laguna Hills, CA: League of Innovation, Vol. 4, no. 10, July 1991.

Visions. Visions papers were sent to the National Lecturer one week prior to the second meeting of Cluster #37 on May 9, 1992.

The National Lecturer made opening remarks about the need for clear mission and vision as a prelude to specifying an action plan. Cluster #37 had 27 students in Leadership II. Therefore, it was decided to have each student make an oral presentation on her/his vision in a small group rather than to the entire cluster as was done in Cluster #34 which had 18 students. Each small group selected the best vision project which was presented to the entire cluster.

Vision projects covered a broad range of topics from birth through professional development of mature adults in various contexts. Visions projects included infants born of drug addicts, child care, and homeless children. Many visions projects dealt with competencies such as global awareness, communication skills, computational skills, and science and technology. Many other visions projects dealt with systems topics like collaboration, partnerships, and restructuring. Several visions projects dealt with "Technology and Workplace Know-How" and restructuring vocational education (Attachment 16).

The 1983 Longitudinal Survey indicated that of 100 high school students, 34 graduated from the vocational track, 31 graduated from the general track, 11 graduated from the academic track, and 24 dropped out. The 1989 National Assessment of Vocational Education indicates that the average academic student takes 3.18 vocational units. The education reform movement of the 1980s focused almost entirely on the academic track. In many instances, the raising of high school academic graduation requirements has exacerbated the dropout problem which reached 29% nationally by 1990. Research indicated that the traditional approach to the academic track education reform is insufficient. Technical education of high quality should be the program of choice of many students, perhaps most students, and should be available to the current workforce.

Comments about process are important. One of the advantages of the small group strategy was that each student had more time for her/his oral presentation. A second advantage was the continuation of the bonding and networking that had been started during the first meeting. Third, higher levels of interaction were possible because the small groups had a maximum of seven persons with similar thinking style preference. A disadvantage was only hearing a limited number of presentations. The students felt that the advantages far outweighted the disadvantages. The oral presentations of action plans were made to the entire group.

RESTRUCTURING VOCATIONAL EDUCATION
Gay Parker

The Study Commission on Vocational Education defines vocational education as a "delivery system which links all educational experiences in the development of competencies required to function in the real life roles of wage earner, citizen, consumer, family member, and individual" (Knodt, 1986, p. 6). This ambitious definition, however, is seldom used as a foundation to develop an individual student's integrated educational experience. Upon graduation each student should possess a marketable skill which will enable him to become a productive and self-supporting member of society.

This writer proposes that the educational delivery system to meet the ultimate goals of career and vocational education be shared between the school, the home, and the workplace. While there are many programs throughout the United States that incorporate part of these factors, no programs provide a total integration of services with a guarantee of employment upon graduation. This proposal entices greater building use, updated course curriculum, and relies heavily on technology for instructional purposes. While there are many cooperative education programs for students today, many of these programs do not prepare the students for quality jobs. The difference between the traditional co-op program and this writer's restructuring proposal lies in the quality of the type of work. Courses need to be more job specific, technology intensive, and communication skills enhensive. The students will participate for indepth, on-the-site training with companies who are prepared to offer the students a job upon

The student will spend one day a week at the school site for instruction, direction, and socialization; one day a week at home practicing skills and using telecommunications to communicate with educational coordinators; and three days a week on the job site. This will allow for a greater number of students access to the building while decreasing the number of buildings needed to be built to accommodate a growth. It also allows adults to participate in vocational courses needed for retraining. It would be interesting to observe behavior and attitudinal changes in high school students when learning side-by-side with adults.

This change in educational site decreases the cost of bus transportation, reduces student absences, decreases the need for additional disciplinarian staff, and provides space and time for other community members to use the facilities in their pursuit of life-long learning activities and employment retraining requirements. With a greater segment of the population finding value and use in the educational system, the greater support there is for educational programs on the part of taxpayers.
graduation.

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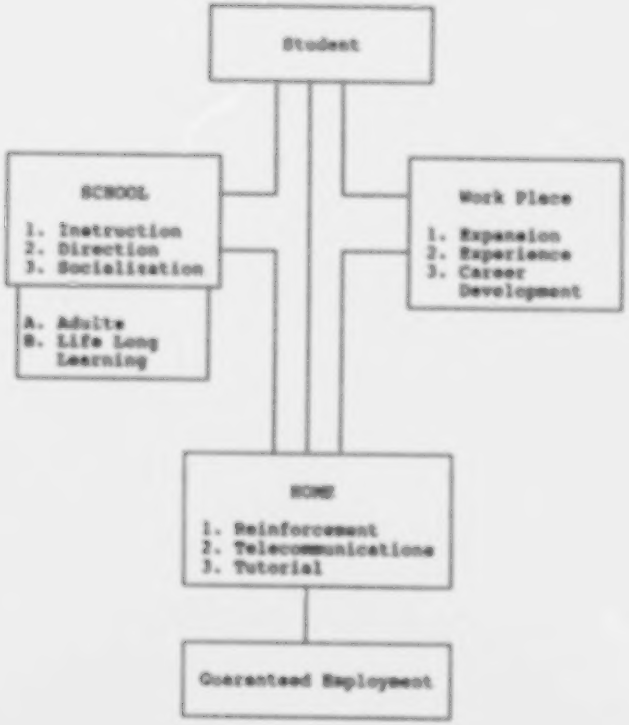
RESTRUCTURING VOCATIONAL EDUCATION

CONCEPTUAL FRAMEWORK



From Visions to Action Plans. In the afternoon, the National Lecturer discussed the conversion of a vision into an action plan, a Professional Development Plan for the next few years. An action plan includes several components:

1. Rationale - why
2. Goals and objectives - what (outcomes)
3. Methodology - how
4. Evaluation
5. Budget

Each of these components was discussed. Two ideas were presented for America 2000, Goal 4, Science and Mathematics, which focuses on three broad national objectives: (1) to strengthen math and science education throughout the system; (2) to strengthen the number of teachers with a substantive background in mathematics and science; (3) to increase the number of undergraduate who complete degrees in mathematics, science, and engineering.

The first idea was a "Multi-year Plan for Human Resources Development: Mathematics, Science, and Technology (MST) Applications in the Workplace." The goal is to "Rethink, Restructure, and Revitalize" MST through four objectives: (1) to raise the level of awareness; (2) to analyze theory, research, and exemplary practice; (3) to design alternative education models (AEMs), and (4) to pilot test and evaluate AEMs. The idea could be used by a single school or systems. A team would be selected to work on a RRR-MST-AEM project. The team would be given materials in winter and spring, perhaps through contemporary technology. The team would visit a number of research and development centers and examplary models for a week, attend a one week summer institute with other teams, attend sessions in Washington, and visit some facilities applying technology and know-how. The team would synthesize the information into a "practicum type" project, progress through a design phase and then implement and evaluate the project. A second idea was a proposal "To increase significantly the number of United States undergraduate and graduate students, especially minorities and women, who complete degrees in mathematics, science, and engineering programs" (Attachments 17-19 and Appendix C).

The National Lecturer commented on (1) educational technology at Watkins Mills High School in the Montgomery County Public Schools in Maryland, (2) the Extended Learning Institute at Northern Virginia Community College, (3) the Central Piedmont network of schools and colleges, and (4) The National Research and Education Network (P.L. 102-194). He provided comments about the action plan paper and distributed examples of plans from other students. Students convened in their small groups and discussed goals and objectives along with methodology for their vision project. The National Lecturer concluded the afternoon session with instruction on oral presentations with handouts and visuals.

MULTI-YEAR PLAN FOR HUMAN RESOURCES DEVELOPMENT: MATHEMATICS, SCIENCE, AND TECHNOLOGY (MST) APPLICATIONS IN THE WORKPLACE

	MID 1990s			LATE 1990s	
1992	1993	1994	1995	1996	1997
MST_1	Practicum	Design	Pilot Test	Evaluate	
	MST_2	Practicum	Design	Pilot Test	Evaluate
		MST_3	Practicum	Design	Pilot
			MST_4	Practicum	Design

GOAL

RETHINK, RESTRUCTURE, REVITALIZE

OBJECTIVES

TO RAISE LEVEL OF AWARENESS

TO ANALYZE THEORY, RESEARCH, AND EXEMPLARY PRACTICE

TO DESIGN ALTERNATIVE EDUCATION MODELS (AEMs)

TO PILOT TEST AND EVALUATE (AEMs)

HUMAN RESOURCES DEVELOPMENT: MATHEMATICS, SCIENCE, AND TECHNOLOGY (MST) APPLICATIONS IN THE WORKPLACE

WINTER		SPRING				SUMMER			FALL	
1	2	3a	3b	3c	3d	4	5	6	7	8

1. Receive Materials
2. Learning Contract
3. Complete Assignments In Learning Contract
4. Visitations (July 19-25, 1992)
   CA - National Center for Research in Vocational Education
   TX - Center For Occupational Research and Development
   National Coalition of Advanced Technology Centers
   IC^2, INFOMART, NASA (Houston)
5. Programs For Higher Education Summer Institute, Orlando, July 26- August 1, 1992
6. Visitations (August 3-7,1992)
   DC - US Departments of Education, Labor, Agriculture; ASTD, AVA, AACJC, One Dupont Circle
7. Synthesis Paper
8. Practicum (Optional)

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Goal 4. Math and Science

Objective 3a.

To specify and implement strategies which will enhance the likelihood of increasing the number of undergraduate students, especially women and minorities, in mathematics, science, and engineering programs.

Objective 3b.

To increase significantly the number of United States undergraduate and graduate students, especially minorities and women, who complete degrees in mathematics, science, and engineering (MSE) programs (1).

3b(1). To attract more students into undergraduate education who indicate interest in majoring in MSE programs.

3b(2). To articulate MSE curricula between secondary school and lower- and upper-division postsecondary programs.

3b(3). To analyze MSE curricula to identify obstacles which impede students from progressing successfully toward degree completion.

3b(4). To matriculate more baccalaureate graduates into graduate MSE programs.

3b(5). To transition graduates from MSE undergraduate programs and students in graduate programs into classrooms in a variety of contexts.

3b(6). To retain more career entry teachers and provide for their continued professional development.

3b(7). To explore alternative certification processes to assist persons to enter teaching from various fields.

3b(8). To develop a private/public sector multiple establishment partnership to extrapolate trend analysis data to specify competencies and skills necessary for the workforce to be productive in the workplaces of the future.

3b(9). To design, possibly implement on a pilot basis, entirely new learning systems, beyond the contemporary traditional layered educational system, for the preparation of the MSE workforce based on the design team models from the New Generation of American Schools.

[1] Minorities and women applied to all objectives.
National Science Foundation list of MSE programs attached.

MULTI-YEAR PLAN,
GOAL 4 - MATH - SCIENCE,
OBJECTIVE 3 - UNDERGRADUATE & GRADUATE EDUCATION

	1992-93	1993-94	1994-95	1995-96	1996-97
3b (1) Attract					
3b (2) Articulate					
3b (3) Analyze					
3b (4) Matriculate					
3b (5) Transition					
3b (6) Retain					

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Action Plans. Students in Cluster #37 met for the third time in Leadership II on June 6. The National Lecturer made some opening remarks about the need for clarity in mission and vision. Then he made a few remarks about high performance learning and about the activities of the New School Development Corporation and The Edison Project. Each student made an oral presentation of her/his action plan. Students evaluated the oral presentations using a sheet labeled "Rethinking, Restructuring, Revitalizing" on which each student listed significant concepts and implications (Attachment 19).

The oral presentations were sequenced beginning with drug exposed infants, child care, homeless young children, emotionally disturbed young children, a model kindergarten, global awareness in the early years, and holistic learning in the early years. A second sequence of oral presentations focused on competencies and subject areas beginning with "Technology and 'Workplace Know-How'" modeled from SCANS (The Secretary's Commission on Achieving Necessary Skills) (Attachment 20), use of new math standards developed by the National Council of Teachers of Mathematics in a Catholic elementary school, creative approaches to helping children acquire math competencies including year round school, marine biology through a distance learning system, music, restructured vocational education, and vocational education in a juvenile detention center. A third sequence of oral presentations focused on systems type projects including community service in the curriculum, use of migrant support personnel, a community learning center, interagency collaboration, home school partnerships, home and school partnerships, partnerships in education, schools of the future, a mobile education unit, restructuring schools, collegiality and team building, and strategic planning for a system of church supported facilities for young children.

The National Lecturer concluded the morning with remarks about the oral presentations and a few comments about a statewide strategic planning project that has now begun to be replicated in one of the areas consisting of 18 rural counties, all of which have experienced a loss of population. The area has completed an analysis which is being reviewed by various community groups, special focus persons such as health care administrators and school superintendents, and service groups. It will begin the visioning and co-creation process in August. The National Lecturer concluded his morning remarks with comments about Total Quality Commitment. He then introduced Mike Ferrentino who made comments about his experiences in Cluster #34 and restructuring activities in Indian River County School District.

The National Lecturer made two presentations during the afternoon on the three "R's" and "Developmental Tasks."

RETHINKING, RESTRUCTURING, REVITALIZING

SIGNIFICANT CONCEPTS	IMPLICATIONS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Using Technological Methodology to Teach the Communication and Thinking Skills Needed for Today's "Workplace Know-How" (SCANS, 1991).

GOAL 1: To increase career awareness and orientation
GOAL 2: To increase interdisciplinary integration
GOAL 3: To increase curricula relevancy
GOAL 4: To strengthen communication and thinking skills needed for a technological workplace

OBJECTIVE 1 1992-93	OBJECTIVE 2 1993-94	OBJECTIVE 3 1994-95	OBJECTIVE 4 1995-96
Definition: To develop a three-year secondary school language arts curriculum in which technological methodology is used to achieve above goals.	**Definition:** To implement a pilot program at a secondary school in which technological methodology is used to achieve above goals.	**Definition:** To revise curriculum to accommodate year one evaluative recommendations and continue implementation.	**Definition:** To provide district -wide staff development and to disseminate and expand the program.
Methodology: 1. Establish steering/ advisory committee. 2. Develop time-line for curriculum development and review. 3. Develop curriculum. 4. Develop time-line for implementation.	**Methodology:** 1. Target pilot site. 2. Target subjects. 3. Establish control group. 4. Administer pre-tests. 5. Implement modules 1 and 2.	**Methodology:** 1. Make appropriate changes to modules 3 and 4 based on year one evaluative recommendations. 2. Implement modules 3 and 4.	**Methodology:** 1. Make appropriate changes to modules 5 and 6 based on year one evaluative recommendations. 2. Implement modules 5 and 6. 3. Disseminate district-wide. 4. Provide staff development to interested schools.
Evaluation: Survey steering /advisory committee.	**Evaluation:** Pre- and post-test target and control groups of students. Survey pilot site administrators and staff as well as parents and employers.	**Evaluation:** Pre- and post-test target and control group students. Survey pilot site administrators and staff as well as parents and employers.	**Evaluation:** Pre- and post-test target and control group students. Survey pilot site administrators and staff as well as parents and employers.
Budget: Travel expenses for steering/advisory committee: Five members will represent each of the core subject areas, including technology education. $ 2,500. Materials, supplies, equipment and printing. $ 5,000. Salary and benefits for curriculum writer $ 45,000.	**Budget:** Travel expenses for steering/ advisory committee. $ 2,600. Materials, supplies, equipment and printing for implementation. $ 10,000. Hardware and software for implementation. $ 25,000. Salary and benefits for implementor. $ 46, 800.	**Budget:** Travel expenses for steering/ advisory committee. $ 2,700. Materials, supplies, equipment and printing for implementation. $ 5000. Hardware and software for implementation. $ 10,000. Salary and benefits for implementor. $ 48, 700.	**Budget:** Travel expenses for steering/advisory committee $ 2,800 Materials, supplies, equipment and printing for implementation. $ 2,500. Hardware and software for implementation. $ 5,000. Salary and benefits for implementor. $ 50, 600.

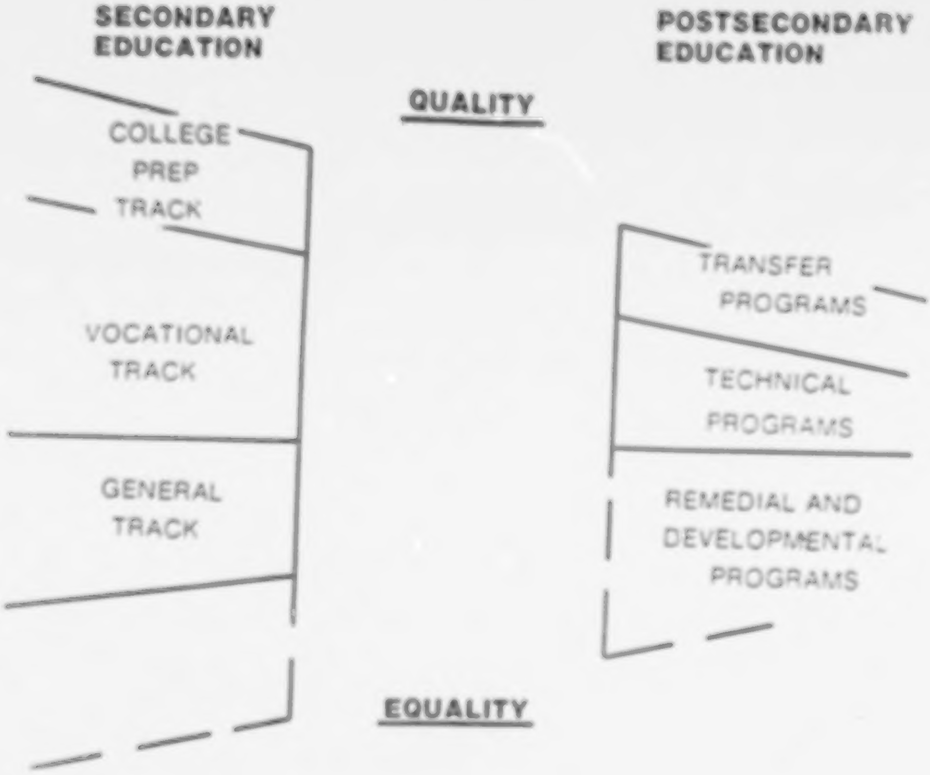
Rethinking for Restructuring for Revitalizing. Numerous issues will be important in the 1990s. No issue will be more important, however, than developing bold, creative, visionary leaders who have the conceptual, interactive, and technical competencies and skills relative to **RETHINKING** about **RESTRUCTURING** for **REVITATIZING** industrial era establishments for the global information era of the 21st Century (Appendix D).

During the agricultural era, education was available for the elite destined for the professions. Other persons acquired know-how through apprenticeships. During the industrial era, schools evolved into the academic college preparatory, vocational, and general tracks. Postsecondary education evolved into transfer programs, technical programs for occupations, remedial and developmental programs, and a broad variety of community service programs (Attachment 21).

During the early 1980s, it became apparent that modernization of industrial era establishments was necessary, but insufficient. The manufacturing sector of the economy began to modernize through technology and planning, management, and evaluation know-how. Then, manufacturing began to restructure. Education and health care are beginning to restructure to improve access, equality, quality, and productivity, while containing costs. Manufacturing makes up about 20% of the U.S. economy and increased productivity by approximately 3.5% and prices 3.1% in the 1980s. Service sector establishments constitute 50% of the economy and increased productivity by only 0.2% and prices by 5.2% in the 1980s. Services increased productivity by 0.6% annually between 1980 and 1986 and dipped 0.5% annually between 1986 and 1990 (Attachment 21).

Within contemporary traditional schools, Norton Grubb's study for the National Center for Research in Vocational Education (NCRVE) published in 1990 indicated eight models for integrating vocational and academic education to produce "The Cunning Hand, The Cultured Mind." Beyond horizontal integration, there must be vertical articulation between the layers of contemporary education as reflected in tech-prep. Comments were made about tech-prep replication for health occupations (Appendix E). Perhaps more important, however, is the need for a tighter relationship between education and the society of which it is a part, possibly through the "Work Incentive Model" for tech-prep by James Horner of NCRVE. Absolutely essential is a genuine "community" partnership to scan the environment to anticipate the future and then move from trend analysis to restructuring human resources development systems, to create entirely new full service caring and learning environments (Attachment 22).

EQUALITY: DUAL MISSION PRIORITIES



SECONDARY EDUCATION

POSTSECONDARY EDUCATION

QUALITY

COLLEGE PREP TRACK

VOCATIONAL TRACK

GENERAL TRACK

TRANSFER PROGRAMS

TECHNICAL PROGRAMS

REMEDIAL AND DEVELOPMENTAL PROGRAMS

EQUALITY

PRODUCTIVITY: MANUFACTURING VS. SERVICES

ESTABLISHMENTS	PERCENT OF ECONOMY	INCREASED PRODUCTIVITY 1980-1990	PRICE INCREASE
MANUFACTURING	20.0%	3.5%	3.1%
SERVICES	50.0%	0.2%	5.2%
	1980-1986	+0.6%	
	1986-1990	-0.5%	

Robert J. Samuelson. "A [illegible] in Services." Newsweek. Vol. CXVIII, No. 6, August 5, 1991, pp 64-65.

THE CUNNING HAND, THE CULTURED MIND
Models For Integrating Vocational And Academic Education

1. Incorporating academic competencies into vocational courses.
2. Combining academic and vocational teachers to incorporate academic competencies into vocational courses.
3. Making the academic curriculum more vocationally relevant.
4. Modifying both academic and vocational education through curricula "alignment."
5. The Academic model: schools within schools that focus on a field -- health, electronics, business.
6. Replacing conventional departments with occupational clusters.
7. Single occupational high schools -- magnet optional schools.
8. Maintain conventional academic and vocational departments, but organize to have career paths or occupational majors.

W. Norton Grubb, et al. (Title above). Berkeley, CA: National Center for Research in Vocational Education, 1990.

FROM TREND ANALYSIS TO RESTRUCTURING HUMAN RESOURCES DEVELOPMENT SYSTEMS

	1992-93	1993-94	1994-95	1995-96
Federal Laboratory Consortium				
Private Sector Research & Development				
Council on Competitiveness				
Depart of Labor SCANS				
Work In America				
Office of Technology Assessment				
Project 2025				
NSF Project 2061				
American Society for Training & Development				
Federal Library & Information Center				
Coalition for Networked Information				
Satellite Broadcasting				
National Technology Information Services				
NSFNET				
Offices of Ed Res & Improvement				
Trend Analysis Program				

Developmental Tasks For Nova Communiversity II. Samuel Gould defined communiversity as "A loose federation of all educational and cultural resources which exist to serve the citizens, society and economy in a community or well defined region" (Today's Academic Conditions, 1970). James MacGregor Burns drew the distinction between transactional and transformational leadership (Leadership, 1978). Transactional leadership occurs when individuals make contact for the purpose of the exchange of something. Transformational leadership involves mutual stimulation and elevation of attitudes, beliefs, and values. A university is intended to assist the society of which it is a part through the development of (1) new knowledge and its application to problems and (2) a workforce to help shape and function well in the emerging era (Appendix F).

Nova University has been a pioneer in the practitioner oriented, problem solving, field based delivery of doctoral programs. Child and Youth Studies (CYS) has pioneered the development of proactive, visionary, and transformational leaders in the regular cluster format and the multi-tech National Cluster format. This carefully developed solution based program was created on research which indicates that leadership consists of three processes: (1) analysis, (2) visioning, and (3) action plan; that leadership can occur at three levels: (1) self, (2) organizational, and (3) society; and that leadership skills can be classified as: (1) conceptual, (2) interactive, and (3) technical.

CYS began to pioneer this program to develop a "New Professional" before the terms "break the mold" and "fundamental restructuring" were in vogue. Consensus about shared beliefs and values within traditional establishements is difficult to achieve. The academic and vocational tracks came from quite different philosophies and the term "subject" tends not to mean client. Departments and tracks within one layer of an establishment are in competition with each other for scarce resources, but that level of competition is pale in comparison to the competition between layers of the seamed and tiered traditional education pipeline. Consensus about shared beliefs and values is essential within contemporary traditional education (CTE) and for alternative education such as partial technological deinstitutional (PTD), collaborative or cooperative lifelong learning (CLL), and solution based learning (SBL).

How can proactive, visionary, leadership competencies and skills be developed as individuals progress through the professional developmental stages of novice, initial, informed, complex, and influencial? Most of the policy makers and leaders in education and health and human services are not prepared for fundamental restructuring. Our current educational leadership was prepared to opt for incremental change within industrial era traditional schools and colleges (discipline centered, bureaucratic, layered, etc.) and not prepared to create bold break the mold alternatives. Most of our institutions have not matured strategic planning to a high level of strategic thinking. Planning is a process of **designing** and **shaping** the future, not merely adjusting to circumstances. Some institutions have improved the **audit** of internal variables. A few institutions have improved the **assessment** of external variables. Although a few institutions ask "what if" questions about some variables, only a few institutions have seriously implemented visions and scenario creation. What will life and work be like in an advanced technological society which makes extensive use of contemporary communication and information systems? How can we envision conceptual frameworks for human resource development systems in an era with the world on a screen for the "haves" who are fast forward learners and live in smart homes in wired communities linked to intelligent systems and global networks? Will the U.S. have large numbers of people who may be premanent technopeasants?

In consultancies and institutes on strategic planning in the early 1980s, consensus was reached on qualitative improvements and then visions were created for expansion, stready state, and contraction scenarios. Than, in the mid 1980s the visions phase was shifted to contemporary traditional, partial technological, and technology intensive scenarios. One institution in Texas created three scenarios but stopped short of an action plan on "Building Communities and Neighborhoods." An "Alternative Education" analysis for a state department of education led to the classifications of CTE, PTD, CLL, and SBL. In the late 1980s, the visions phase was shifted to create CTE, PTD, CLL and SBL scenarios. One institution created such scenarios after teams were divided into groups based on Gappart Planning Styles: strategic humanists, stratetgic planners, pragmatic humanists, and pragmatic managers. The pragmatic humanists created a scenario to deliver its remedial and developmental services into communities, homes and workplaces through contemporary technology. The strategic humanists created a solution-based health occupations program modeled after some of those that exist in medicine. The experience, however, was only the first step and stopped short of the sequential co-creation activities that must occur with other providers. CYS holds the potential to pioneer such strategies through partnerships with a broad range of establishments through technical assistance, variable length workshops, or the delivery of components of the CYS program (Attachment 23).

The National Lecturer asked students to evaluate each learning activity in Leadership I and II using a Total Quality Commitment form (Attachment 24).

CREATING VISIONS
AND
ALTERNATIVE SCENARIOS

OPTION 1

Expansion

Steady State

Contraction

OPTION 2

Contemporary Traditional

Partial Technological

Technology Intensive

OPTION 3

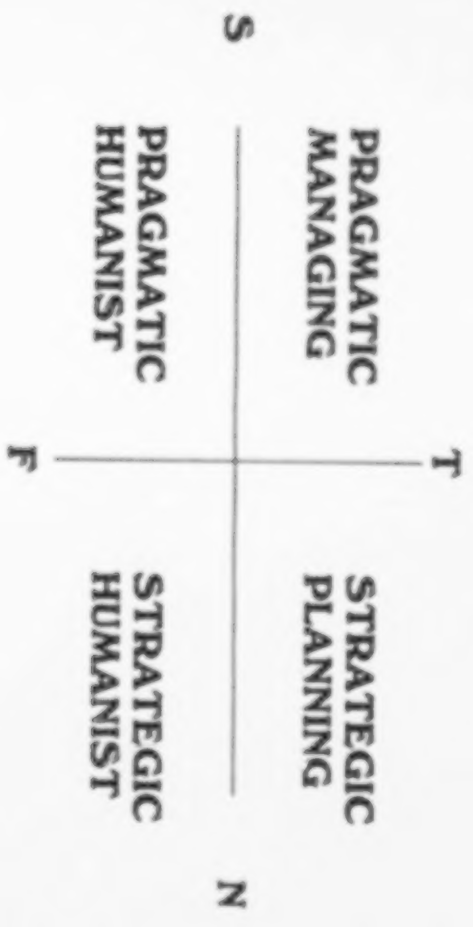
Contemporary Traditional

Partial Technological - Technology Intensive

Cooperative Lifelong Learning

Solution Based Learning

GAPPERT PLANNING STYLES



T
S
N
F
PRAGMATIC MANAGING
STRATEGIC PLANNING
PRAGMATIC HUMANIST
STRATEGIC HUMANIST

TOTAL QUALITY COMMITMENT

	5	4	3	2	1	0
LEADERSHIP I						
1. Paper #1 - Workplace and Problems						
a. Class Meeting #1 (CM)						
b. Intro to Societal Problems & Issues						
c. Leadership Theory and Research						
d. Strategic Thinking and Planning						
e. Prioritization of 25 National Problems						
f. Modified Myers Briggs						
g. Kolb Learning Style						
h. Torrance Hemisphericity						
i. Hershey & Blanchard LEAD						
2. Paper #2 - Prof. Dev. Plan						
a. Organizational Development						
b. Human Development						
c. CYS Program Components						
d. Goals & Objectives While Taking CYS						
Class Meeting #2 (CM)						
e. Organizational Development						
f. Human Development						
g. Problems and Issues						
3. Paper #3 - Problems and Issues						
a. Oral Presentation - Problems and Issues						
b. Test - Synthesis of Leadership I						
c. Introductions to Grantspersonship						
d. Reinventing the Corporation - Partial Technological Deinstitutionalization						
LEADERSHIP II						
4. Paper #1 - Synthesis and Evaluation						
a. Significant Concepts - Consensus						
b. Visions, Scenarios, Strategic Directions						
5. Paper #2 - Vision and Preferred Scenario						
a. Oral Presentations						
b. A Multiyear Action Plan						
6. Paper #3 - Action Plans, PDP II						
a. Oral Presentations						
b. Consensus on Priorities						
c. Developmental Tasks for the 21st Century						

Key

5	Absolutely Essential	2	Nice to Know, But
4	Extremely Important	1	Minimal Importance
3	Somewhat Important	NA	Not Applicable

Evaluation

Overview. Evaluation of Leadership II for Cluster #37 is a composite of several formative evaluations, discussions and reflections with several groups of students, and insights and knowledge gained from application of ideas tried in other seminars, workshops, and consultancies.

Cluster #34 completed Leadership I in spring of 1989. A formative evaluation was completed for that group (ED 053 432). Cluster #37 completed Leadership I in fall of 1989 and Cluster #38 completed Leadership I in winter of 1990. A formative evaluation of Clusters 34, 37, and 38 was written in June 1990 (ED 327 118). In addition, Cluster #40 completed Leadership I in fall of 1990 and National Cluster #46 completed Leadership I in spring of 1991. A formative evaluation of the multi-tech NC was written in spring of 1991. Furthermore, Cluster #34 completed Leadership II in winter 1992 and a formative evaluation was written.

The formative evaluation completed for Leadership I on Cluster #34 contained the attached evaluation design which provides a conceptual framework for an analysis of inputs, treatment, and outcomes (Figure 1). Considerable data and information are available about input variables. In addition, data and information are available about treatment variables which can be analyzed by specialization: (a) School Management and Instructional Leadership, (b) Management of Programs, and (c) Special Services for Children. This section of the paper is a formative evaluation of "output" of Leadership II for Cluster 37. (Attachment 26; in the 1970s, the National Center for Higher Education Management Systems and the National Center for Research in Vocational Education classified outcomes as (1) output and (2) impact).

General comments will be made about student learning outcomes relative to three levels of leadership -- self, organization, and society -- and three activities -- analysis, vision, and action plan. Reference will be made to three categories of skills: conceptual, interactive, and technical. Most of the students are functioning at the "self" level as a services provider, a few are functioning at an institution or system level. The last oral presentation was an example of a person at a systems level.

Analysis. Student work for the analysis assignments, paper and class activity was of high quality and would match student work on the synthesis papers in the vocational, technical, and occupational specializations in the Program for Higher Education which implemented a synthesizing experience within a seminar in 1984; the process is also recommended for PHE students who take the comprehensive examination. No attempt was made to analyze unique

Figure 1

PREPARING PROACTIVE TRANSFORMATIONAL LEADERS IN CHILD AND YOUTH STUDIES

Inputs

Cultural Background
State of Origin
Undergraduate Major
Graduate Major
Current Occupation
Children
Sex
Age
Income
Marital Status
Religious Preference

Myers Briggs
Kolb Learning Style
Hemisphericity
Leader Effectiveness
  and Adaptability
  Description (LEAD)

Treatment

Leadership I
Specialization I
Summer Institute I
Research and
  Evaluation I
Practicum I
Human Dev I
Human Dev II
Human Dev III
Research and
  Evaluation II
Specialization II
Summer Institute II
Political Processes
  & Social Issues
Practicum II
Leadership II

Outcomes

Outputs:
Cognition

Publication

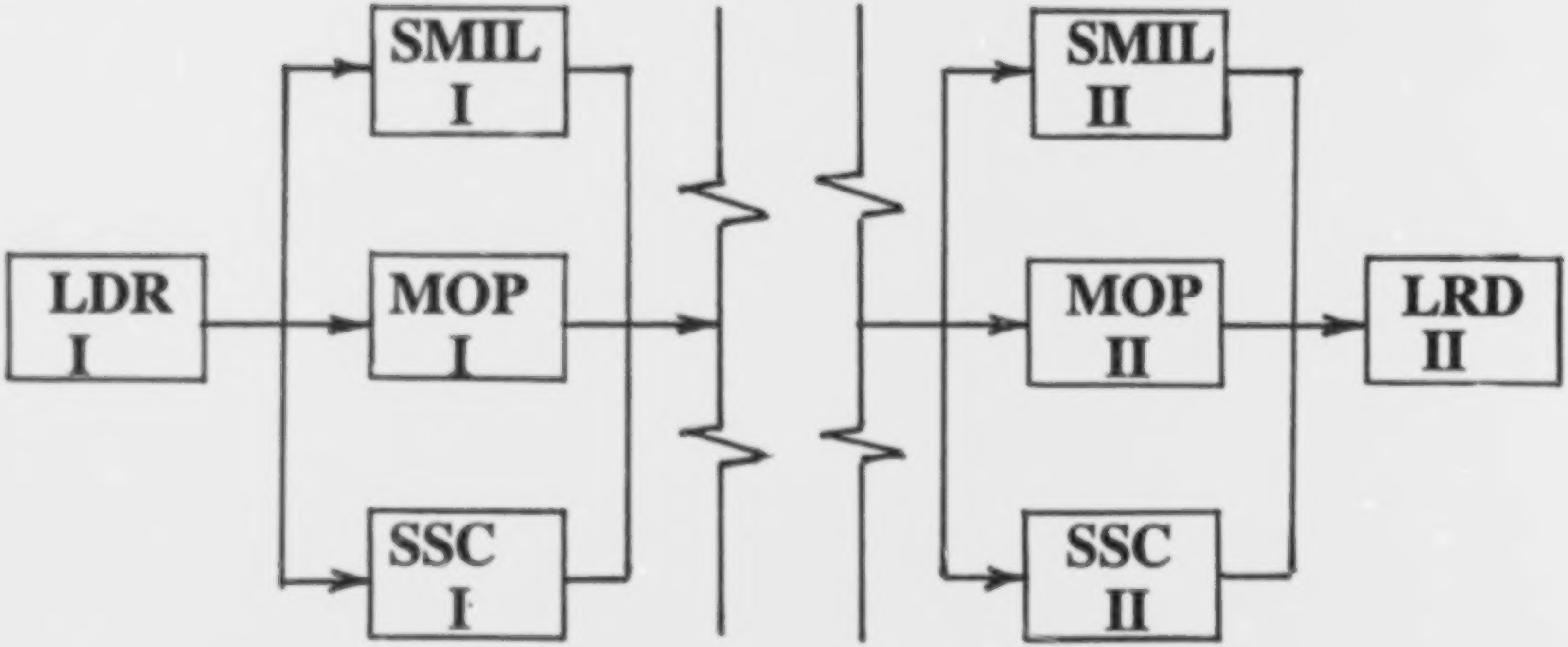
Policy

Political
  Activity

Scores:
  MB
  KLS
  H
  LE

Impact:

OUTCOMES: OUTPUT



LDR I

SMIL I

MOP I

SSC I

SMIL II

MOP II

SSC II

LRD II

VALUE ADDED I

leadership skills by specialization. Student conceptual, interactive, and technical skills were enhanced through the analysis activity and documented in the papers and through personal testimony in class.

Vision and Action Plan. The vision and action plan are interrelated. Clarity in mission and purpose leads to creative visioning of alternative scenarios and a preferred scenario. Clarity in the preferred scenario leads to greater specificity in the action plan. The technical skills relative to specifying a proposed action plan are relatively simple to develop in comparison to bold and creative conceptual competencies. Bold and creative preferred scenarios are a function of variables such as an awareness of reality, possibly through work experience in a number of contexts, and an understanding of theory and research, particularly its application to the solution of problems in a variety of contexts. Interactive competencies and skills are an extension, for the most part, of clarity of mission and purpose expressed in a set of beliefs, values, and principles. Students who had high intuitive (N) scores tended to have greater clarity of mission, purpose, and vision and hence had little difficulty in communicating a conceptual framework or developing a detailed action plan. Students who had high feeling (F) scores tended to select human-centered ideas for visions and action plans. Students who had high thinking (T) scores tended to select system-centered ideas for visions and action plans.

No formal attempt was made to evaluate unique competencies for areas of specialization. However, it seems logical to require doctoral students in Special Services for Children to demonstrate leadership skills with SpecialNet, The National Clearinghouse for Bilingual Education Electronic Information System, ADVOCNET, etc.

Culture. Starting a doctoral program is a unique event in the lives of mature adults. It is difficult enough for mature adults to begin a traditional doctoral program, let alone a nontraditional program. Beyond the competencies and skills of the content and process of Leadership I, this study area plays an important role in helping mature professional who come from diverse backgrounds and experiences to adjust to a delivery system format that requires a high level of self directed learning.

The diagnostic tests provided data that made it possible for each student not only to learn something about herself/himself but also to group students with similar preferences in style for collaboration. Bonding and networking occurred early in Leadership I and continued through Leadership II. Although no formal evaluation was made of the culture for Cluster 37, it is apparent that many variable contribute to student learning outcomes.

Program Development Activity

Cluster 34 was the pilot group. Materials were developed for Leadership I and II for Cluster 34. Many of the materials that were developed and used are the result of experience in the application of theory and research in core and specialization seminars in the Programs for Higher Education and elsewhere. Materials, learning activity, and outcomes were evaluated by students, cluster coordinator, and instructor. Revised materials were then used in subsequent clusters. Exemplary student work, such as Professional Development Plans and outlines of issues for societal problems in one cluster were used in other clusters as models\ Implementation was as follows:

Spring 1989	Cluster #34	Ft. Lauderdale, Fl
Fall 1989	Cluster #37	Orlando, Fl
Winter 1990	Cluster #38	Ft. Lauderdale, FL

At the faculty and staff meeting in February 1990, Dr. Abbey Manburg announced that CYS would develop a National (Technology Intensive) Cluster (NC). Dr. Diane Marcus began a process to make the NC become a reality. The NC began with an orientation on Friday, February 15, and an introduction to specialization on Saturday, February 16. Sunday, February 17, was dedicated to Leadership I. Learning objectives were completed through two electronic classroom experiences, audiotapes, and videotapes.

Dr. Richard L. Fairley was asked to teach Leadership I for some of the next clusters. Dr. Fairley guest lectures in "Political Processes and Social Issues" in the Early and Middle Childhood Program. Dr. Fairley participated in the first meeting of Cluster 40 and then started Clusters 43, 44, and 45. Implementation during 1990-91 was as follows:

Fall 1990	Cluster #40	Bradenton, FL
Fall 1990	Cluster #43	Brattleboro, VT
Fall 1990	Cluster #44	Wilmington, DE
Winter 1991	Cluster #45	Ft. Lauderdale, FL
Winter 1991	Cluster #46	National - International

With a potential increase in new clusters, Dr. Karen VanderVen was asked to teach Leadership I. Dr. VanderVen teaches "Program Development" in the Early and Middle Childhood Program. The addition of two faculty members provided an opportunity to evaluate the original intent of the program planners. This process began with several conversations during 1990-91 as a prelude to meetings on June 21 and August 24. It was decided that the following modules would comprise Leadership I:

Session 1

A. Nova University and CYS, expectations of students.
B. Societal problems and related concepts.
C. Leadership - theory, research, and practice.

Session 2
A. Strategic thinking and planning.
B. Organizational and human resources development.
Session 3
A. Powerful thinking and implementation of leadership.
B. Personal and professional development.
Faculty developed materials for review on August 24. A revised study guide is being developed for Leadership I.

Three textbooks were adopted:
Contemporary Issues in Leadership edited by William E. Rosenbach and Robert L. Taylor,
Guide to Strategic Planning for Educators by Shirley D. McCune, and
The Fifth Discipline: The Art and Practice of The Learning Organization by Peter M. Senge.
In addition, it was thought that Leaders by Warren Bennis and Burt Nanus would be a good book for students to read.

The group also discussed the Professional Development Plan and the CYS Diary/Log.

Dr. VanderVen began Cluster 47 in Orlando on September 14, 1991, Dr. Sheryl Brissett-Chapman started Cluster 48 in Newark, DE, on November 2, 1991, Dr. Fairley began Cluster 49 in Ft. Lauderdale on February 1, 1992. A second National Cluster, Cluster 50, was started with orientation on Thursday, February 13, 1992, Leadership I on Friday, February 14, 1992; electronic classrooms were conducted on March 14 and April 4. Cluster 51 was started on April 25 in Alexandria, VA.

Several examples of student work in Cluster 34 were distributed to students to Cluster 37 which completed Leadership II between April 4 and June 6, 1992. Also, Leadership II in Cluster 34 provided insights for modifications in Clusters 50 and 51 (Attachment 27). Further modifications will be made based on analysis of restructuring initiatives such as Casey Foundation and RJR Nabisco Foundation projects, America 2000 and the New American Schools Development Corporation, Catholic Schools of the 21st Century, the Edison Project, Tech Prep initiatives, etc. Leadership Education 1992-93 by the Center for Creative Leadership is an outstanding resource document for ideas. Graduates will provide a continuous flow of longitudinal qualitative case study feedback.

Societal restructuring to compete in a global information era, particularly in the manufacturing and service sectors of the economy, will require continuous program development activity for faculty teaching Leadership I and II in traditional and national cluster formats.

CYS LEADERSHIP I & II

	1991-92	1992-93	1993-94
34	II		
37	II		
38		II	
40		II	
46 (Nat.Cluster I)			II
50 (Nat.Cluster II)	I		
51	I		

Conclusions

Programs progress through stages of development that can be labeled as emergence, growth, and maturity. During the emergence stage, CYS was developed on a conceptual framework and implemented by a limited number of faculty and staff. CYS began to expand and added new faculty and staff. CYS is transitioning from emergence to growth.

Developmental tasks include an analysis of (1) the relationship between Leadership I and II; (2) leadership skills within areas of specialization; (3) constancy of student learning outcomes between traditional and national clusters; (4) technology for both traditional and national clusters; (5) data bases, networks, and systems to which students should be introduced and use; (6) human resources development of faculty and staff; and (7) impact analysis.

CYS is still in an early stage of development. One idea that holds great promise is to expand marketing the program beyond individuals to marketing to institutions and entire systems. Maximum synergism could be achieved if a school or system had specific strategic directions or goals to which human resources development can be dedicated. A school or system that wants to create new, break the mold, world class caring and learning environments could form a partnership with CYS to provide technical assistance in strategic thinking as well as for the doctoral program. A school or system that wanted to create a next generation tech prep program could contract with CYS and the Programs for Higher Education for technical assistance and a mosiac of seminars in a "certificate" program. The CYS program could be offered at a location in either a traditional or a national cluster format. Teachers, school staff, and child and youth service care givers from the community could collaborate on seeking solutions to some of society's problems while pursuing the program of doctoral studies.

A second idea that holds even greater promise is the Interdisciplinary Postgraduate Diplomate (IPD) Program. The IPD idea was an outgrowth of a discussion between a former director of Head Start and this author in 1986, the former approaching the idea from the perspective of the need to link multiple providers to the child and family and this author approaching the idea from the perspective of interestablishment collaboration. The U.S. is evolving through a period of realigning and restructuring separate establishments. Policies, programs, and the current workforce were developed during an era of expansion with a little emphasis on modernization. As this nation shifts from independent establishment modernization to inter-establishment realignment and restructuring, there will be an increased need for a 21st Century IPD modeled somewhat after the Federal Executive Institute and other programs.

Postscript

Numerous national organizations have produced reports which call for bold and creative responses to society's problems. The Commission on the Future of the Community College of the American Association of Community and Junior Colleges published Building Communities in 1988 which called for genuine partnerships for learning, literacy for all, and alliances with employers as compelling new challenges. The Council of Chief State School Officers published Success for All in a New Century in 1989 which documented various proposals and practices classified as restructuring and contains a policy with sixteen principles that should guide state strategies. The National School Boards Association published Education Reform for the '90s: The School Board Agenda which contained five themes: restructuring, technology, vocational education, teachers and administrators, and early childhood education. Laudable as these intentions are, much of the agenda remains in the early formative stage of development.

There are three essential issues in redesigning and restructuring industrial era establishments into info era full service care and learning environments: tools, critical mass of intellectual capital, and will. The tool to redesign and restructure education is strategic planning raised to the level of strategic thinking about alternative visions of the future. When John F. Kennedy made the decision to send a man to the moon and return him safely to earth, the United States had not invented all the technology to make that goal a reality. What was needed was the critical mass of intellectual capital committed and dedicated to pursue the developmental sequence to achieve that goal. Of the three issues, will is the most important. The U.S. needs a similar critical mass of intellectual capital committed and dedicated to create visions of alternative human resources development systems and invent the know-how to achieve them.

There is now a wider acknowledgement of the enormous primacy of learning. Learning is the capital-forming industry of an advanced technical era. If the people of the U.S. are to be the beneficialies and not the victims of the advanced technical era, then we must rethink what learning will be like in an advanced technical era and rekindle a founding spirit and use our collective creative talents to develop preschool through postgraduate programs to prepare people to function socially, economically, technologically, and politically in "Learing Communities of the Future." To achieve LCFs, we must learn to adapt to a complex and rapidly changing environment and learn new ways for organizational and community adaptation.

Writings

1. Warren H. Groff. "Preparing Advocates of Public Policy in Early and Middle Childhood". Analysis of "Political Processes and Social Issues" for Clusters 17, 18, and 20, Nova University, 1987.

2. Warren H. Groff. "Proactive Advocacy of Public Policy In Early and Middle Childhood". Presented at the Nova University Summer Institute in Early and Middle Childhood on the Theme "Improving the Quality of Life of Children", Washington, DC, July 12, 1988.

3. Warren H. Groff. "Preparing Proactive Transformational Leaders". Formative Evaluation of "Leadership I" Seminar Cluster #34. Ed.D. Program in Child and Youth Studies, Nova University, June 1989. ED 212 946.

4. Warren H. Groff. Perspectives on the Education and Training System of the Future. Columbus, OH: The Ohio State University Clearinghouse on Adult, Career and Vocational Education, 1986. ED 272 774.

5. Warren H. Groff. "The Learning Community of the Future: Education and Training in the 21st Century." Paper presented to the Commission on the Future of Community Colleges, American Association of Community and Junior Colleges, April 1987. ED 280 538. Abstract in Resources in Education, August 1987.

6. Warren H. Groff. "Toward the 21st Century: Preparing Strategic Thinkers in Graduate and Postgraduate Education." A summary of experiences in the Ed.D. Program in Child and Youth Studies, the Ed.D. Programs for Higher Education, and the week long Snowmass Institutes on Strategic Planning. June 1989. ED 327 117.

7. Warren H. Groff. "Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education." Report of the VTO specialization seminars for 1988 and 1989. ED 319 882.

8. Warren H. Groff. "Preparing Visionary Proactive Transformational Leaders For Children and Youth: Formative Evaluation of Leadership I For Three Clusters (34, 37, and 38). June 1990. ED 327 118.

9. Warren H. Groff. "High Tech - High Touch Collaboration In Helping The United States To Develop 'Learning Communities of the Future'." Paper written for the VTO specialization seminar for 1991. ED 327 651

10. Warren H. Groff. "Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education for Restructuring Establishments." Report of the VTD specialization seminars for 1990 and 1991. ED 335 519

11. Warren H. Groff. "Leadership: Formative Evaluation" of National (Technology Intensive) Cluster #46, Spring 1991.

12. Warren H. Groff. "Toward the 21st Century Learning Communities of the Future: A Sino-American Partnership For An Advanced Technical Era." Vocational Industrial Education (Taiwan), Vol. 10, No.3, Winter 1992.

13. Warren H. Groff. "Preparing Proactive Visionary Transformational Leaders In Child And Youth Studies, Cluster #34, Spring 1992.

APPENDICES

A. Instructions and List on Restructuring

B. Changes in Planning Preferences

C. Toward 21st Century "Learning Communities of the Future"

D. Rethinking for Restructuring for Revitalizing

E. Preface for Tech-Prep Consortium

F. Developmental Tasks for Nova Communiversity

* * * * * * * * * *

A "Third Wave" Electronic College

Judith W. Leslie uses Toffler's The Third Wave to develop an educational institution in an advanced technical era dominated primarily by electronic media.

> This methodology would allow the learner to proceed at his/her own rate and style, within his/her own time period, at his/her desired location, drawing upon learning materials from throughout the country and the world. Computer science and electronics courses and programs of study would be an integral part of the curriculum. Faculty would be cross-trained in a variety of disciplines and teaching styles. They would have flexible work schedules and loads and might share an assignment with a spouse or colleague. Many faculty would instruct from their home or electronic cottage....
>
> Judith W. Leslie. "As The Third Wave Approaches Higher Education: Planning For the Electronic Institution," CAUSE/EFFECT, January 1981, Vol. 4, No. 1, p. 15.

TO: Students in Cluster #37

FROM: Warren H. Groff

RE: Leadership II

DATE: January 1992

CREATIVE ORGANIZATIONAL PROTOTYPES

> I believe that there exists a possibility for a type of organization so fundamentally more creative than the traditional, authoritarian hierarchy that it is only dimly reflected, even in the most successful, current practitioners of new management principles.
>
> Peter Senge. Sloan School of Management, Massachusetts Institute of Technology.

* * * * * * * * * * * *

When Thomas Edison decided to invent the lightbulb, he didn't tinker with the candle. Both the candle and the lightbulb are technologies for which an inventor needs to understand principles of science and have some idea of how a technology can improve the quality of life. Schools and other establishments are components of human resources development systems that were intended to enhance learning. The ultimate goal of graduate education is to design programs of preparation to promote improvement in the quality of education and training services that are provided in a variety of different contexts.

When I was an Assistant Dean and an Assistant Professor in the College of Education at Temple University in the late 1960s, the Dean of the School of Business at Syracuse University stated that he taught the first and concluding doctoral seminars to more fully understand the entering students and the finished products. That was the proposal I made when we were redesigning and creating the Child and Youth Studies Ed.D. Program. After the "Book Ends" proposal was accepted, the vision was specified in a plan of action which included Leadership I to start CYS and Leadership II to conclude the program, along with other ideas from research and practice such as specializations.

Research has demonstrated repeatedly that we must produce a new type of visionary, proactive, transformational leader. You are a significant player in this effort to produce a new professional. Over the past several years you have been developing the competencies and skills of a scholar/practitioner who understands theory and research and applies knowledge, know how, and technology to the solution of problems in your work context through study area work and practica. When we began CYS in spring of 1989, we emphasized that our "mindset" and "will" must shift from merely modernizing contemporary traditional industrial era establishments to fundamentally realigning and restructuring establishments as well as creating entirely new caring and learning environments. The shift from Individual Education Plan in P.L. 94-142 to Individualized Family Service Plan in P.L. 99-457 is but one example of realigning services to impact on quality of life. Realignment is evident in the "Family Support Act of 1988" (P.L. 100-485) and the "National and Community Service Act of 1990" (P.L. 101-610). How do we envision an integrated policy for children and youth? How do you envision realigning mathematics, science, and technology to solve real world problems? How do we demonstrate self and organizational renewal through the 3 r's - Rethinking, Restructuring, and Revitalizing?

Leadership I was designed to raise your level of awareness of the theory and research about leadership and understanding of self and problems that intrude on you in your work context. CYS learning activities were designed to provide you with recent research and application - what works. Leadership II is designed to assist you to synthesize that knowlege and create a vision and plan of action for improved quality of life. Peter M. Senge begins Chapter I in The Fifth Discipline with "Give me a lever long enough...and single-handed I can move the world."

Attached to this memorandum are the "Instructions for Leadership II" and and other materials. Leadership II will meet on April 4, May 2, and June 6, 1992. The textbook is as follows:

Peter M. Senge (1990). The Fifth Discipline: The Art & Practice of The Learning Organization. New York, NY: Doubleday/Currency.

In addition, attached is a list of materials on restructuring.

It is a pleasure to be working with you again. I look forward to helping you design levers in Leadership II.

INSTRUCTIONS FOR LEADERSHIP II

Program and Student Learning Outcomes of The Ed.D. Program in Child and Youth Studies

Program and student learning outcomes are as follows:

1. Be articulate and be able to communicate effectively
   - speaking, writing, and listening.
2. Be an informed professional concerning:
   - breadth and depth of child and youth issues.
   - perspective on solutions to child and youth problems and issues.
3. Be analytical and a problem-solver.
4. Develop leadership change agent skills.
5. Demonstrate a sophisticated outlook and globally concerned behaviors.
6. Show progressively developed and demonstrated growth in performance of program expectations.

Leadership II

The ultimate purpose of this study area is threefold:

1. To enable each student to reflect upon concepts and material presented in the various study areas, and to synthesize and evaluate implications for practice in her or his work setting.

2. To develop visions of the future and a preferred scenario for a student's work setting based on a critical analysis of internal and external contextual variables, and assess the implications for one's leadership role in that preferred scenario.

3. To demonstrate skills in transforming a perferred scenario into action with policy statement and a detailed plan of action which includes organizational development and human resources development components for the next five years, the specific leadership role the student will play, and the steps to be taken to help the preferred scenario become a reality.

Leadership II consists of three sessions: (1) Synthesis and Evaluation, (2) Visions of the Future, and (3) Proactive Leadership.

Session I. Synthesis and Evaluation

The ultimate purpose of Session #I is to provide each student with the opportunity to reflect back over the learning progression from Leadership I through Political Processes and Social Issues so as to synthesize and evaluate significant concepts and implications.

Assignment. Prior to the first session, each student will be expected to:

1. Review her/his journal and pull from it significant concepts and implications identified from each preceding study area.

2. Write a short paper demonstrating competencies and skills to analyze, synthesize, and evaluate concepts and material as it applies to her/his work setting.

With regard to the paper, the "Introduction" paragraph should be a concise statement about you, why you chose the Child and Youth Studies Ed.D. Program, and the Professional Development Plan you wrote in Leadership I. The substance of this assignment is the extent to which you can synthesize prior learning experiences. Figure 1 is a model in which you can list the significant concepts and implications for each study area. Then, relate the most significant concepts to each other. The "Conclusions" paragraph should summarize your growth since the PDP in Leadership I (See enclosures).

The body of the paper shall not exceed ten (10) type written, double spaced pages excluding charts, tables, bibliography, and appendices. Each paper should have a cover page, table of contents, body, conclusions, etc., and be prepared according to APA format. Staple your paper in the upper left corner. Do not use folders or binders. Send your paper in regular mail so that it arrives one week prior to the first meeting of the class. Do not use special delivery. Send the paper to Warren H. Groff, 1531 Peabody Avenue, Memphis, TN 38104. Bring your copy of the paper to the class.

Session Activities. During the morning session each student will distribute a Figure 1 type display and present it within a five minute period. Also, during the morning session the National Faculty member will readminister selected instruments such as the Myers Briggs Type Indicator and discuss changes that have occurred between the first administration in Leadership I and the current one. A leader must understand self.

During the afternoon session the National Faculty member will present information about creating visions of the future, developing alternative scenarios, and selecting

Synthesis and Evaluation

	Significant Concepts	Implications
Leadership I		
Specialization I		
Res. and Eval. I		
Practicum I		
Human Dev. I		
Human Dev. II		
Human Dev. III		
Res. and Eval. II		
Specialization II		
PPSI		
Practicum II		

a preferred scenario. Both the agricultural era and the industrial era had an early period of emergence, an advanced period of development, and a post-era decline. Because this nation is exiting the industrial era and witnessing the emergence of the technical era, the period from 1955 to 1985 could be labeled the "post industrial society," the period of time from 1985 to 2000 the "early technical society," and the period from 2000 to 2020 the "advanced technical society." The post-industrial society is history. An establishment can analyze demographic, social, economic, political, scientific, and technological data and information for the past thirty years and record the change in institutions and systems - health and human services, business and industry, government and the military, and education and training. An establishment can use this base for creating possible, probable, and preferable scenarios. Then the preferred scenario is specified in a plan. That is leadership through strategic thinking and operational planning.

Session 2. Visions of the Future

The ultimate purpose of Session #2 is to provide an opportunity for each student to develop visions of the future, consider several alternative scenarios, and specify a preferred scenario for a problem that relates to her/his work setting.

Assignment. For the second session each student will be expected to a write a paper in which she/he creates a vision of the future, develops several alternative scenarios, and specifies a preferred scenario. For example, there are alternative forms of education beyond the contemporary traditional industrial era schools. Partial technological deschooling already exists. Is it possible to have technology intensive delivery systems that are not a part of traditional schools?

With regard to the paper, the "Introduction" paragraph should be a concise statement of the student's work context, the focus of the futures scenario development (i.e., child care, math and science, restructuring education), and the student's role. The substance of this assignment is "broad stroking" a preferred scenario which will lead to improved quality of life.

Follow the same guidelines stated for the first paper.

Session Activities. Each student will distribute a one page display of scenarios and present it within a five minute period. The National Faculty member will comment on the presentations. The National Faculty member will discuss developing policy for the next decade and the use of advanced communications technology in the development of policy and its implementation. The National Faculty member will then discuss development of a multiyear plan of action with organizational development and human resources development components.

Session 3. Proactive Leadership

The ultimate purpose of Session #3 is to provide each student the opportunity to demonstrate competencies and skills in transforming a preferred scenario into action with a policy statement and a multiyear plan of action.

Research indicates that leaders tend to be remarkably well-balanced people who embody several areas of competency: (1) vision, (2) the ability to communicate that vision, and (3) positive self-regard. Many leaders are passionate dreamers who have deeply-felt convictions about what can be achieved by individuals or through institutions of society. In addition, successful leaders have learned how to communicate their vision to others and inspire commitment and dedication in others to help achieve that vision. The ability to communicate implies being articulate in a number of verbal and non-verbal ways, as well as being able to design and implement a way to guide an institution or system through a process that will help make that vision become a reality. Positive self regard is the belief that one can make a difference.

Assignment. A first step in making a vision or preferred scenario a reality is the development of a policy. For the third session each student will be expected to write a policy based on the preferred scenario. A preferred scenario policy will contain the following components:

1. Overreaching rationale and goals.
2. Definition of roles of various societal components.
3. Identification of target population.
4. Assessment of perceived vs real need.
5. Priorities.
6. Programs to meet the needs.

A second step is to transform the preferred scenario supported by policy into a multiyear plan of action.

Follow the same guidelines stated for the first paper.

Session Activities. Each student will be expected to distribute a copy of her/his policy and present the plan of action. Students will prioritize the plans of action and take the final examination. The National Faculty member will highlight macro societal changes and their implications for proactive leadership and will discuss the plans to continue the developmental progression from awareness and understanding to commitment and dedication.

ERIC Documents About Restructuring

Perspectives on the Education and Training System of the Future. Columbus, OH: The Ohio State University Clearinghouse on Adult, Career and Vocational Education, 1986. ED 272 774.

"The Learning Community of the Future: Education and Training in the 21st Century." Paper presented to the Commission on the Future of Community Colleges of the American Association of Community and Junior Colleges, April 24, 1987. ED 280 538.

"The Independent Learner: The Key Characteristic in Transformation Leadership." Paper presented at the Fifteenth Annual Summer Institute for Higher Education Programs for Nova University, July 27, 1987. ED 287 347.

"Preparing Transformational Leaders in Vocational, Technical, and Occupational Education." Report of second two years of specialization seminars in VTO for 1986 and 1987. ED 290 860.

"Preparing Proactive Transformational Leaders". Formative Evaluation of "Leadership I" Seminar Cluster #34. Ed.D. Program in Child and Youth Studies, Nova University, June 1989. ED 212 946.

"Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education." Report of the VTO specialization seminars for 1988 and 1989. ED 319 882.

"Preparing Visionary Proactive Transformational Leaders For Children and Youth: Formative Evaluation of Leadership I For Three Clusters (34, 37, and 38). June 1990. ED 327 118.

A Footnote

These are times that require us to provide extraordinary leadership, times that mandate we become agents of change so that people are the beneficiaries, not the victims of the structural economic change. The Nova University field-based docotral programs were intended to produce change agents. If you know someone who is interested in pursuing a field-based practitioner doctoral program, invite her/him to one of the sessions. What will restructured establishments be like in the year 2000? The third session would be a great time for prospective students and visitors.

Grading Practices

Evaluation of student performance is based on three papers, three oral presentations, and a final examination. All assignments will be awarded an A for exemplary work, B+ for good work, B for acceptable work, or a C for not acceptable. Criteria that will be used to evaluate work include organization, presentation, completeness, relevancy, cogency, and documentation. An assignment with a grade of C must be redone, but one time only. The highest grade that can be achieved following a redo is B+.

The first paper on synthesis and evaluation counts 10% of the final grade. The oral presentation of the first paper counts 10%.

The second paper on visions of the future counts 10% of the final grade. The oral presentation of the second paper counts 10%.

The third paper on proactive leadership counts 20% of the final grade. The oral presentation of the third paper counts 20%.

The final exam counts 20%. If a student is awarded a C in the final eamination, a method of retaking the final examination will be specified by the senior faculty member. The highest grade awarded after reexamination is B+.

A final grade of A, B+, B, or F will be submitted to Nova University in accordance with program policy.

Leadership II -Synthesis and Evaluation Chart of Preceding Study Areas
Michael Ferrentino - Cluster #34

Study Area	Significant Concepts	Implications
Leadership I	Transition in society.	-Structural shift from an industrial society to a technical society.
	Strategic Thinking.	-Future planning should be based on the analysis of several alternative scenarios and the specification of a preferred scenario.
	Operational Planning.	-The interpretation of the preferred scenario into an action plan to include resources and requirements.
	Education as a state function.	-Autonomy is decentralized. Use of School Based Management to stimulate creativity.
	Stages of adult & organ. devel.	-A career development perspective, matching indiv. and organ. needs.
	Legal and political issues.	-Gov't planning and politics become critical points of intervention. (i.e. The first 100 days)
Specialization I	Education for exceptional children.	-The Coleman Report effected program delivery and provided definitions of social competencies.
	Socialization models.	-Emphasized the power of reinforcement, mechanisms of socialization, socially valued behaviors as they relate to agents of socialization, and the development of positive self-concepts.
	Social competencies related to achievement and success.	-Identification and assessment of adaptive behaviors and sociometric adjustments.
	Technological communication.	-Applications for educational research, teaching, and instruction.
Res. and Eval. I	The relevance of research studies.	-To build a knowledge base.
	The relevance of evaluation studies.	-To facilitate program decision-making.
	The purpose of statistics.	-To simplify and reduce large sets of information to smaller sets without discarding the essential information in the process.

Res. and Eval. I (Cont.)	Descriptive statistics.	-Numbers that represent some characteristics of a set of scores.
	Inferential statistics.	-Involves a chain of reasoning that connects the observed data to populations of data too large to observe directly.
	Statistical tests of significance.	-Provides criterion for comparing the observed difference with the difference one would expect to see in the natural course of observing the variable.
	Measurement.	-the differences among individuals with respect to constructs of interest.
Practicum I	The Practicum "Your Story"	-An opportunity to write as a skilled problem-solver, while taking an active and important role in the improvement of a situation in my work place.
	Practicum preliminaries	-Identifying the problem, creating and outline and conducting a preliminary literature search.
	The proposal	-The written document that communicates the identified problem, expected outcomes, and the planned solution.
	Implementation	-Stage of the practicum process at which plan is put into effect.
	Practicum Report	-Written documentation for sharing learned information from implementation results.
Human Dev. I	Principles of development	-Individual differences, critical periods for learned behaviors, development is orderly, physical development, cognitive development, and behaviors found at different stages.
	Developmental viewpoints	-Psychodynamic theories that incorporate all experiences, behavioral theories from learned reactions, and cognitive/developmental theories that focus on interaction with the environment.
	Conception and infancy	-direct impact of early experience on later development.

	Early devel. from 2-6 years.	-Intellectual development, language and play are applied to theoretical perspectives.
Human Dev. II	Middle childhood development	-Developmental changes in cognitive abilities and increased expression of creativity.
	Adolescent development	-The physiological and cognitive development impacts attitudes, morals and values.
	Physical and sexual maturation	-Questioning of changes within self-search for personal identity. Increased devel. of abstract reasoning ability.
Human Dev. III	Family and culture	-Societal conditions impact child rearing practices,child abuse and neglect, working mothers, divorce, adolescent parenting, and the extended family.
	Individual differences	-In regards to children with special needs, appropriate assessment, legal issues, educational options, and intervention strategies.
	Synthesis of developmental issues	-synthesize developmental aspects of children in relation to societal issues. i.e. child abuse
Res. and Eval. II	Cause and Effect Relationship	-A research design that allows us to infer the cause of something from the available data.
	Studies of relationships	-Causal-Comparative designs help to establish a cause and effect connection. Correlational studies helps us understand the patterns of relationships among variables in order to predict one variable from another.
	Survey Research and Naturalistic Studies	-Descriptive surveys aid in the attempt to derive information about a large number of variables on a large number of subjects. Naturalistic studies examine the influence of what the physical, social, and psychological environment has on the subjects.

Specialization II	Communication and Accessing Infor. Through Technology	-On-Line telecommunications through Unix, use of electronic classroom, and accessing Knowledge Index.
	Problems in the Work Place	-Career changes-social issues of concern.
	Variations of Learning Styles in Child.	-Examination of day cares in China, Japan, and the United States.
	Special Needs Children	-Child rearing practices and curriculum materials.
	Societal Issues of Concern	-Societal support and the impact on crack cocaine on babies. The history and research of art therapy. Assessment, curriculum, evaluation, and placement issues of creativity in children. Case management through an enablement model.
P.P.S.I.	The National Level of Pol. Processes	-A perspective of resources, relationships, regulation, and responsibility as they relate to education and broader societal issues.
	Interest Groups	-Strategies for promoting one's own interest to influence policy.
	Political Socialization	-Learning about the political culture through formal and informal, deliberate and unplanned, and at every stage of one's life.
Practicum II	Practicum I & II differences	-Increasing the problem scope, more self-directed, polish writing skills, disseminate further, increase available resources, better analyze results, solution strategies are more creative, and evaluation is more expertly designed.
	Practicum Improvement	-Frequent contact with advisor, formulate ideas ahead of time, be timely, and network with others.
	Reflection Instruments	-Maintain a leadership theme, use skillful presenters, assess or survey baseline knowledge of participants, and encourage discussion.
	Practicum Components	-Identifying a problem, use of data sources and gathering methods, create an effective outline, and keep a journal of experiences.

LEADERSHIP II
SYNTHESIS AND EVALUATION

	Significant Concepts	Implications
LEADERSHIP I	Becoming a more informed professional on child & youth issues.	More informed persons are better equipped to do their jobs.
	Be able to assess issues in an analytical manner & to better solve problems.	Able to gain better insight & develop higher order solutions.
	The development of pro-proactive change agent skills.	Being proactive puts the professional in the lead(ership).
	The development of a more sophisticated outlook & more globally concerned behaviors.	More informed & broader perspectives gives one a new outlook on micro issues.
	To be able to show a progression of abilities & skills as the program progresses.	As one progresses in any endeavor one should become more skilled in the endeavor.
SPECIALIZATION I	Theories, concepts & approaches to management & administration, emphasis on human, technical & technological dimensions.	More knowledge of concepts & theories leads to better informed & more skilled leaders.
	Understanding impact of human relations skills in management.	Knowing people better develops understanding of impact of decisions.
	Using concepts learned in current workplace.	Practicing what you have learned.
	Development of diagnostic & intervention skills.	Gain the skill of informed insight & more tactful confrontation.
	Strategic planning as applied to management & administration.	A use of knowledge of strategic planning in one's specialization.
	Development of increased knowledge of technology.	Able now to use modern machines to make the job more efficient.
	Skilled knowledge in planning, supervision, implementation & evaluation of programs.	Informed decision making skills used on a daily basis.

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LEADERSHIP II
SYNTHESIS AND EVALUATION

	Significant Concepts	Implications
RES. AND EVAL. I	Learning to read & assess the merits of research studies.	Be able to understand & therefore utilize the available research data.
	Understanding concepts, the process & different approaches in research.	The ability to more competently apply the information found in research articles.
	Achieve a working knowledge of statistical concepts & procedures.	Increases the professionals ability to understand & utilize information & to approach research projects.
PRACTICUM I.	Approaching a problem from a creative perspective & with a positive attitude.	The ability to analyze a problem & develop a working solution.
	Development of the ability to focus on a particular problem & a particular solution & following it to fruition.	Ability to focus, use time & resources in a responsible manner.
	Learning the ability to work with an outside (practicum) advisor.	Developing tolerance, patience & communication skills.
	Following rules & adhering to timelines.	Reducing procrastination
HUMAN DEV. I	Developing an understanding of & a point of view on major human development theories.	A thought process to enable one to develop his/her own theory.
	Understanding human development from conception through infancy.	Viewing the process from a new perspective.
	Understanding child development in the early years (2-6).	Increased knowledge of the early child's behavior & why, a more in depth understanding.
HUMAN DEV. II	Understanding middle childhood development, especially cognition & creativity (6-12).	A clearer concept of the abilities & ramification of a child approaching puberty.
	Understanding the cognitive development, friendships, moral choices & personal identity of adolescents.	

LEADERSHIP II
SYNTHESIS AND EVALUATION

	Significant Concepts	Implications
HUMAN DEV. III	Understanding the individual differences in children.	Developing insight into the needs of special populations.
	Recognizing family cultures.	The ability to view the family as a whole it's effect on the children.
RES. AND EVAL. II	Approaches used in educational research.	Able to glean information from research in an intelligent manner.
	Learn the ability to identify, critique & evaluate a research study.	A more useful & in depth understanding & appreciation of research.
	Learn to distinguish particular types of research & the fallacies & attributes of each type.	Take an educated & evaluative approach to reviewing research.
SPECIALIZATION II	Indepth knowledge & insight of theories of organizations, change, interventions & concepts appropriate to education.	Better able to underthe workings of an organization & how to effect change.
	Understanding of the impact of human behavior on an organization & the need for balance between perspectives.	Be able to use the knowledge to effect change taking into account both human & organizational perspectives.
PPSI	Understanding how political systems work, how to intervene in political systems & how political systems can be useful to the education system.	To now have an understanding of how the political systems work, how the average person could & should be involved & the need for involvement. More awareness of the effects of political systems on every organization.
PRACTICUM II	Addressing problems of a larger scope & be able to make an important difference.	The realization of the power of individual with appropriate background, research, information, preparation & desire to change.

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Summary of Key Notations in Synthesis and Evaluation Logs

Course	Significant Concepts	Implications
Leadership I	Strategic Management in Education Leadership and Learning Styles Social Issues in Education	Effective educational management is not haphazard. Proactive leadership must keep the "big picture" in focus. Implementation requires careful analysis of strategies to achieve strategic goals. Learning styles and leadership styles differ. One must have awareness of ones own in order to effectively interact with others. Awareness of diversity of styles empowers the leader and makes him/her more effective in administrative scenarios and in the classroom. Education is in crisis. Educators today must decide to be a part of the solution or remain a part of the problem. The issues are complex and diverse. Effective educational leaders must be proactive and strive to be change agents in their resolution.
Course	Significant Concepts	Implications
SMIL I	Technology in Education Learning Styles and Curriculum Instructional Design	Technology in education is in its infancy. Educators are rarely prepared for its implications and impact. Curriculum must have at its core a response to the needs of diverse learners. Learning style theory must play a key role in the creation of realistic and effective curriculum. Curriculum must follow the rules of effective instructional design. Steps of the Gange's model will assist the instructional designer in staying aware of the flow and format of curriculum. There are no short cuts for curriculum.
Course	Significant Concepts	Implications
Research and Evaluation I	Qualitative vs. Quantitative Being an Informed Consumer of Research Review of R&E Basics Research Design in Education	While science often rejects the quality of educational research, this demonstrates a lack of appreciation of its qualitative nature. Qualitative research can most effectively provide useful data to educators if it is designed well. Educators are generally unaware of how to correctly interpret research. Lack of understanding leaves educators at the mercy of anyone who can quote statistics without regard to their true meaning. Statistics hasn't changed since undergrad work. While research may be more qualitative than quantitative, it remains important to see and understand the nature of valid and appropriate research design.
Course	Significant Concepts	Implications
Practicum I	APA Style Pragmatic Research Design and Structure in Written Communication	Adherence to system and style is critical to professional level writing. Solving a pragmatic problem in education is a valid and rewarding project.
Course	Significant Concepts	Implications

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Research and Evaluation II	Qualitative Research Statistical Concepts in evaluating research Research Technique	A broad understanding of the nature of effective qualitative research is critical to educators. One must be able to understand the design, implementation and conclusions drawn in order to be effective in using the research./ Random independent of its significance to society [illegible] is a critical piece of statistical information. Educators must be aware of its meaning and impact.
Course	Significant Concepts	Implications
SMIL II	Using technology in Administration Emerging Technologies Administrative Issues School Based Management	Technology is equally critical in administration as it is in the classroom. Application of technology to administration rounds out the technology appreciation in SMIL. New technologies will continue to develop and impact education. Computer competency to the level at which one can understand and apply them is a critical educational skill. The other side of curriculum is administration. Issues such as budgeting, planning and decision making are as critical to the institution as is teaching. One cannot exist without the other. A well rounded educational leader needs understanding of both. Decentralized management with all educational professionals at the core is the best possible scenario for education. It is also not likely to work. Educators have not been provided the background to accept or administer this type of management structure. Everyone is ill prepared.
Course	Significant Concepts	Implications
Political Processes and Social Issues	Systems Analysis Politics in Education	Systems analysis can provide a framework for understanding complex and convoluted political structures. Its use in education can help one find position and relationship within and organization. Politics continues to be difficult, confusing, obscure and an environment that lends itself to unethical behavior. It is not any better in an educational setting. Too many years in the political arena can make one a hopeless cynic.
Course	Significant Concepts	Implications
Practicum II	Innovation and Application Qualitative Research Impact of a Change Agent	Qualitative research can be diverse, complex and can provide information for educators to solve pragmatic and pressing problems. Innovations can hurt the innovator if not introduced slowly and with precision. Being a change agent is not necessarily a popular stance. It is also very rewarding if one's skin is thick enough. It also can win the respect of peers who are sincere about education.

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Synthesis and Implication

	Significant Concepts	Implications
Leadership I	To understand a leader must know himself/herself in relation to the past, present, and future events.	To be an effective leader, blend knowledge of self and organization into an integrated plan for improvement.
	To understand a leader understands a current, past, and future status of his professional organization.	To continually update self on changing demographics is essential for strategic planning.
	To appreciate critical factors of self and organization include the social, technological, economic, and political status.	
Specialization I	Appreciate the uniqueness of each child.	Respect for individual differences is a sound basis for educational planning.
	Understand the strengths and weaknesses of the medical model as it applies to identification and placement of special populations.	Create a least restrictive educational setting for each child
	To apply observation skills in case management	Recognize limitations of subjective evaluations (observer drift).
	To develop strategies for anecdotal records.	
Research and Evaluation I	To understand measures of central tendency, variability, parametric and non-parametric tests	To become an effective consumer of research.

	Significant Concepts	Implications
	To understand effect size.	To apply statistical treatment to practicum work.
	To understand the difference between practical and statistical significance.	To use practically significant results in work setting to problem solving.
Practicum I	To understand that gifted students require a differentiated curriculum.	To recognize the nature and needs of gifted students as it applies to curriculum design and delivery services.
	To appreciate that gifted students require the need of their true intellectual peers.	
	To understand the concomitant problem of gifted level abilities.	To provide a time and place for gifted students to socialize with each other.
Human Development I, II, and III	To understand the Freudian, Skinnerian, Piagetian theories of development	To appreciate the need for a child centered curriculum.
	To understand the growth and development of children from infancy through 21 years to understand individual and familial differences	To provide developmentally appropriate materials and experiences.
	To be aware of social and cultural events impacting child/youth development	To provide learning experiences that are appropriate to societal demands.
Research and Development II	To understand the strengths and weaknesses of experimental and quasi-	To become a critical consumer of research studies

	Significant Concepts	Implications
	experimental research design.	
	To understand the strengths and weaknesses of causal comparative and correlational research designs.	To be aware of the appropriate research design for the problem under study.
	To understand the use of survey and naturalistic studies.	
Specialization II	To understand role and function of special educators.	To understand the continued role of Public Law 94-142 and 99-457.
	To understand program evaluation of special programs.	To apply case management techniques to special students.
	To understand state and local agencies impacting special populations	To be a child advocate.
	To learn how to generate funds for special populations through grant writing.	To secure funds to augment existing programs.
	To appreciate the role of technology in services for special children.	
Political Processes	To understand the political landscape of the professional organization.	To network successfully to achieve political gains.
	To understand the political access areas to invoke change.	To understand the significant political "actors" who are change agents.
	To understand the role of	To understand the role of

	Significant Concepts	Implications
	significant interest groups.	symbolism in political processes.
	To understand personal political socialization.	To understand how a personal political value system effects career aims.
Practicum II	To recognize that The Tylerian/Carnegie school format does not meet the needs of "at risk" populations.	To recognize that local school officials must meet the basic health and social needs of our expanding "at risk" populations.
	To realize that as American demographics change, public schools must accommodate the changing needs of new populations.	To undertake that current school officials to be change agents must reshape basic school policy to meet the needs of a changing society.
	To recognize that full service schools in conjunction with community agencies is a viable alternative to traditional schools.	To meet the needs of children suffering from the ramifications of substance abuse, schools and the community must coordinate services.

by

Arlene Holt

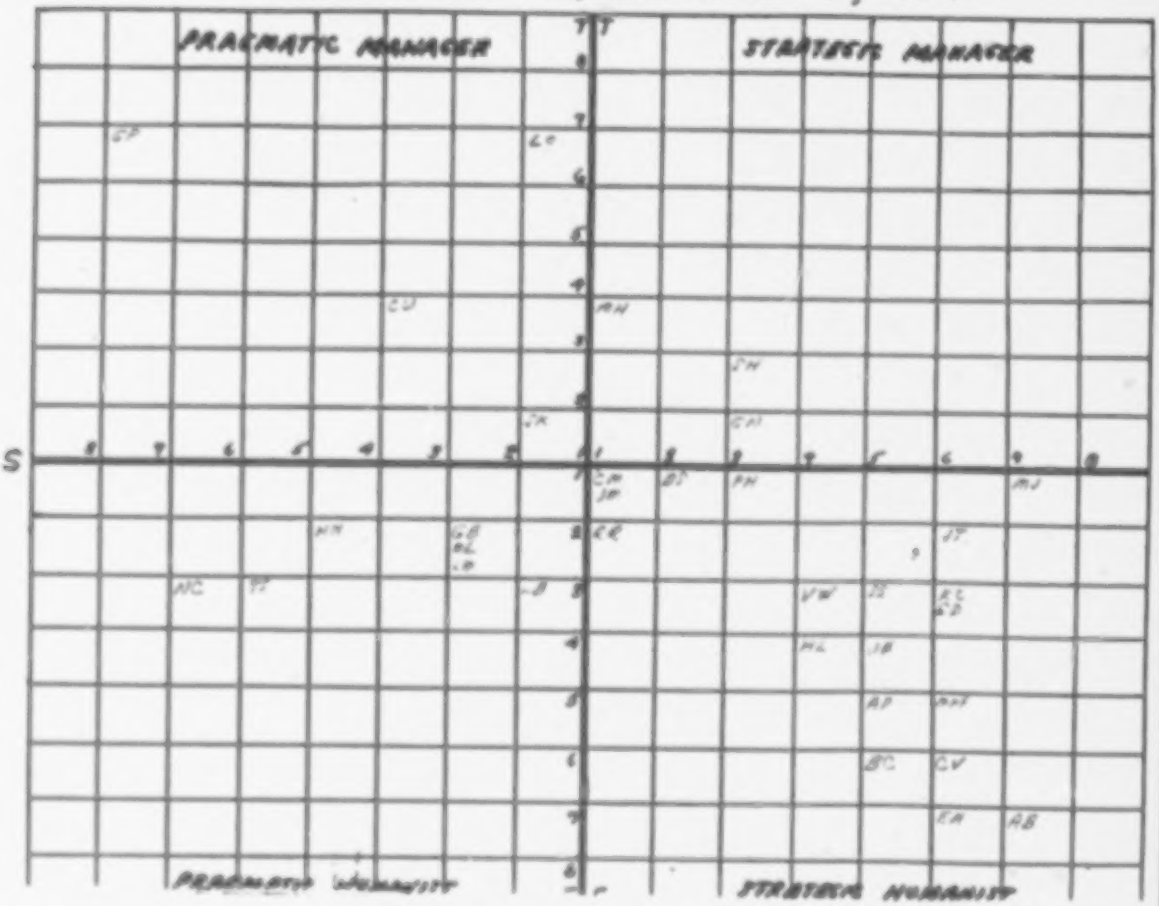
Appendix B

Change in Planning Preferences, Leadership I-II, Cluster 37

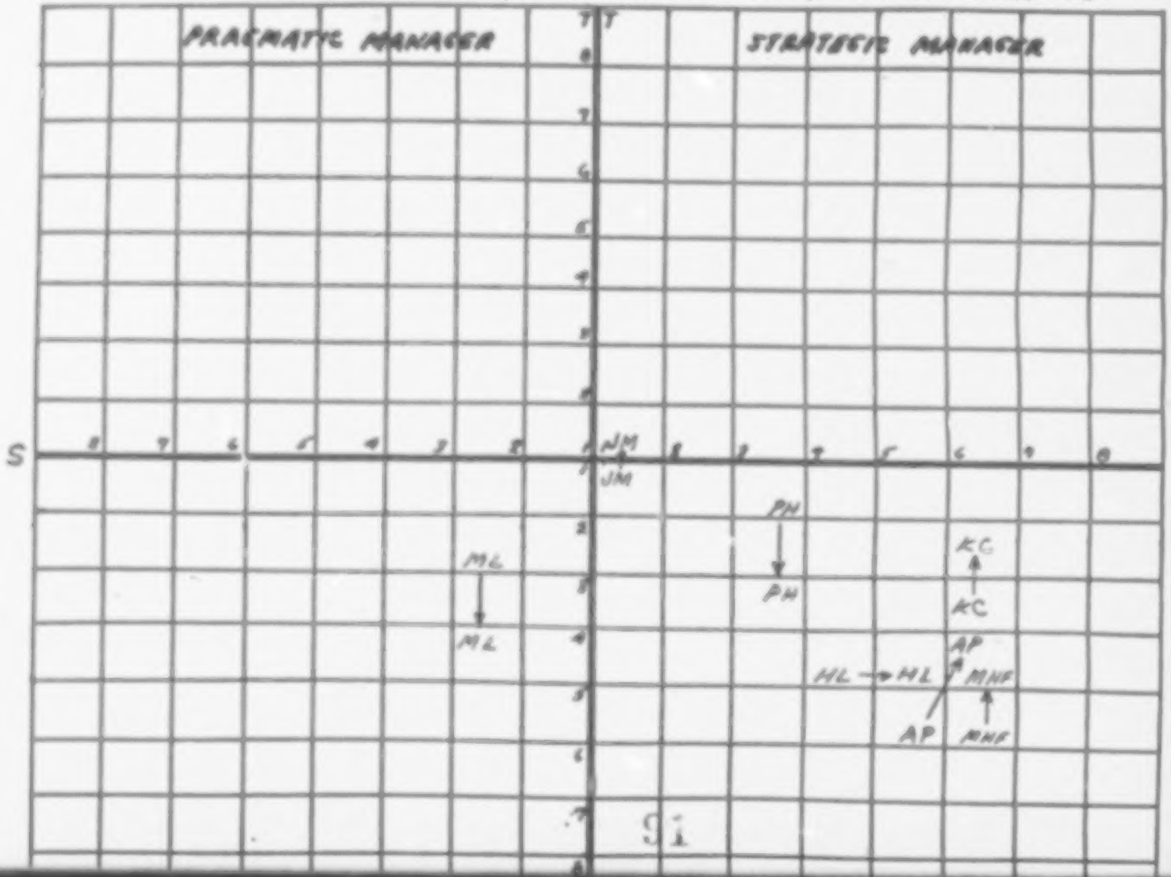
Students enrolled in Cluster 37 in Leadership I of the Child and Youth Studies Program took a modified Myers Briggs test which yields planning preferences on October 14, 1989 (Matrix A). The test scores place each student within a quadrant labeled strategic manager, strategic humanist, pragmatic manager, and pragmatic humanist. Each quadrant is subdivided into cells to record the variation within the planning preference. Nineteen students who successfully completed all learning activities necessary to begin Leadership II took the same test on April 14, 1992.

An analysis of change was completed for (1) students that remained the same or moved two cells, (2) moved three or four cells, and (3) moved five or more cells (Matrices B-D).

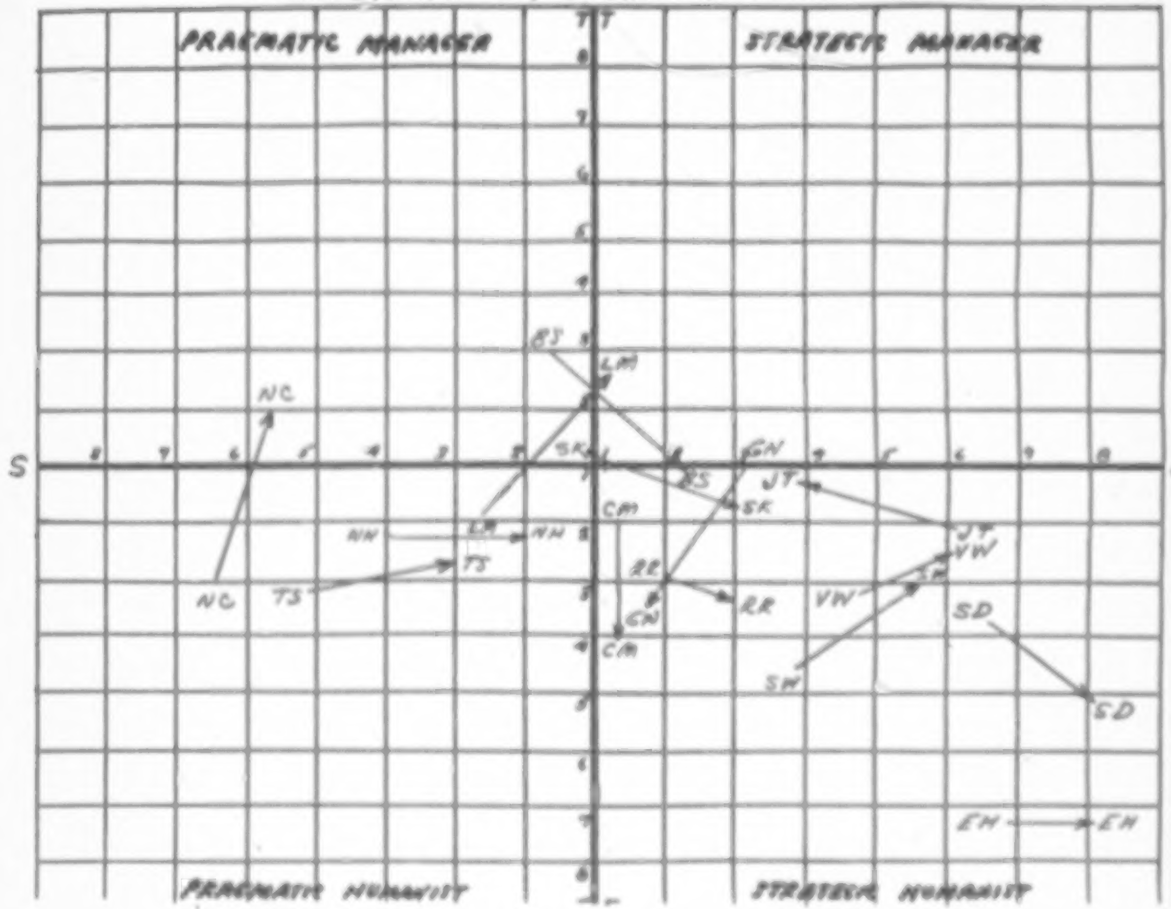
LEADERSHIP I, CLUSTER #37, 1989



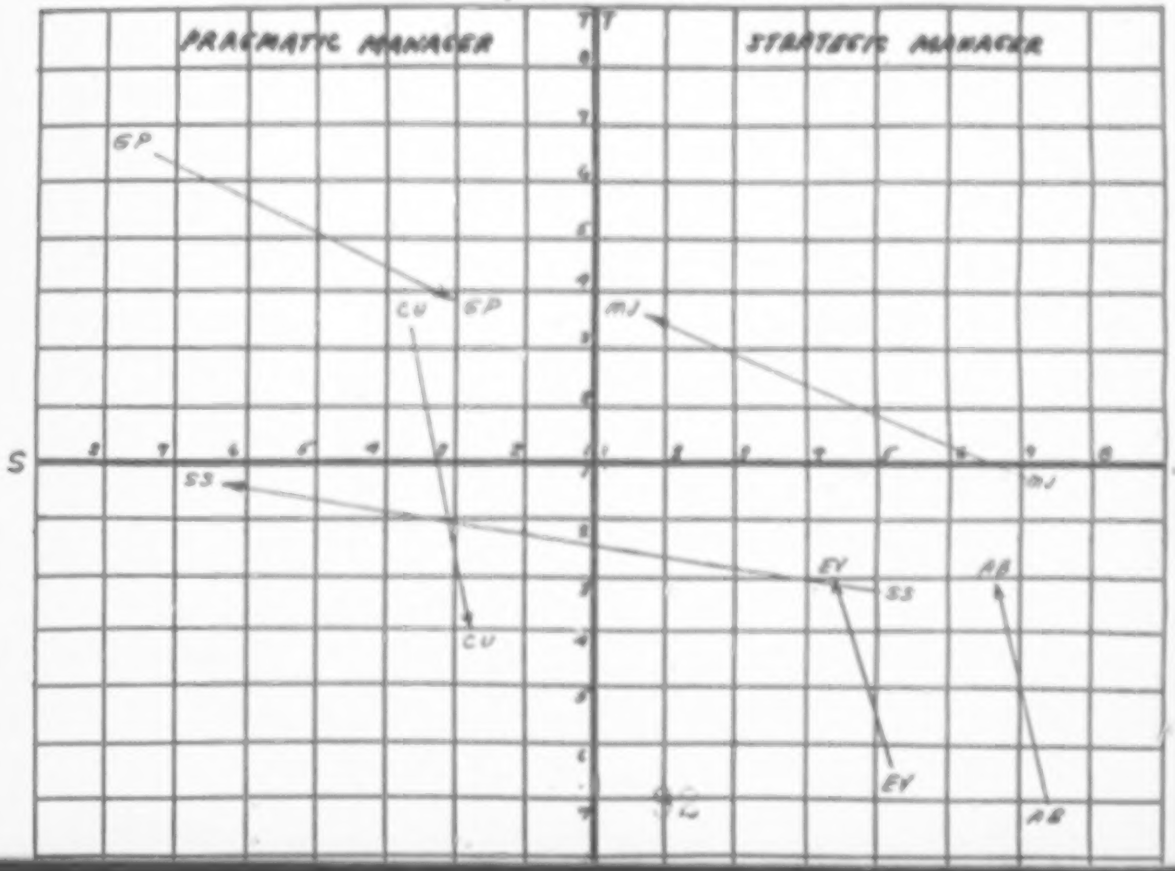
LEADERSHIP II, 0 AND UP TO 2 CELLS CHANGE



LEADERSHIP II. 3 AND 4 CELLS CHANGE



LEADERSHIP II, 5 OR MORE CELLS CHANGE



Appendix C

Toward 21st Century "Learning Communities of the Future"

The idea for a summer institute with a focus on math, science, and technology originated from discussions following keynote presentations at the 1991 Vocational Education Symposium at three universities in Taiwan. Taiwan is the envy of the world because it matured from a developing nation with a per capita income of $100 in 1951 to a per capita income of $8,000 in 1990. McDonnell Douglas wants to locate about 40% of its airplane manufacturing in Taiwan. Federal Express Corp. views Taiwan as an important staging point for trade between North America and the Pacific Rim. As industrialized nations evolve from the early technical era to the advanced technical era, it seems logical to increase opportunities for professionals from various sectors of the economy and from various countries to undertake joint ventures in human resources development.

Appendix C includes (1) the "Background, Goal, and Outline" for the 1991 Vocational Education Symposium in Taiwan, (2) "Toward the 21st Century Learning Communities of the Future: A Sino-American Partnership For An Advanced Technical Era," and (3) the porposed schedule for the visitation by Taiwan educators. The economic miracle of Taiwan was a part of the cold war strategy to halt the spread of communism. It was a know-how and technology transfer model that can be replicated for other countries in Southeast Asia and Africa. Essential in that process is the expansion of education and other services in the social infrastructure.

Nova University President Abraham Fischler stated, "The dream of our founders was the creation of a university that provided education from birth through retirement years in an innovative manner. The framework is now in place." The "Preface For Tech Prep Consortium" proposal contains information about harsh suffering and the devastating impact on children and youth. Nova is strategically positioned to rekindle the founding spirit and pioneer a "communiversity" model for the emerging global era.

RETHINKING, RESTRUCTURING, REVITALIZING

FROM POST - INDUSTRIAL ERA (PIE)

TO

EARLY TECHNICAL ERA (ETE)

TO

ADVANCED TECHNICAL ERA (ATE)

1970s 1980s 1990s 2000s 2010s

FAR EAST	CANADA	EUROPE
P.R.	U.S.	E.C.
JAPAN	MEXICO	GERMANY

TOWARD LEARNING COMMUNITIES OF THE FUTURE: POTENTIAL FOR COLLABORATION BETWEEN TAIWAN AND THE UNITED STATES

by

Warren H. Groff
Consultant and National Lecturer
Taiwan, Republic of China
November 1991

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Background

The ultimate purpose of education is to provide a society with knowledge and competent people to function culturally, socially, economically, technologically, and politically. To accomplish that ultimate purpose, a society creates institutions to deal with special functions like schools and colleges which are created to provide a competent workforce for the workplaces in that society.

During the 1900s, many nations of the world made the transition from an agricultural era to an industrial era. Several nations became industrial giants in the 1940s and 1950s, and many other countries matured as industrial societies in the 1960s through 1980s. Schools and colleges reflected the principles of the industrial era. Vocational industrial education policy and programs, in particular, were designed to reflect the jobs and occupational structure of the society of which they are a part.

Nations that made the transition from an agricultural era to an industrial era were shaped by advances in basic and applied research. These nations modified education, and training, particularly vocational industrial education to prepare the workforce for workplaces of the industrial era. During the 1980s, the industrialized nations began to enter an information-intensive, technical era. Basic and applied research in science and technology accelerated. As corporations adopted contemporary technology, new competencies and skills were required for the current workforce as well as new entrants into the new workplaces. Schools and colleges attempted to modernize with contemporary technology but soon discovered it was difficult to be synchronized with skill requirements necessary for workplaces that range from low- to high-tech workplaces.

The early technical era is accelerating in the 1990s. During the 1990s, several nations will begin to enter an advanced technical era. As corporations adopt more complex contemporary technology, schools and colleges, particularly vocational industrial programs, will find it increasingly more difficult to synchronize competency and skill requirements for workplaces in an advanced technical era. The nations that critically analyze education and training and then design human resources development systems based on a conceptual framework of "Learning Communities of the Future" will be the most viable in the 21st Century.

Taiwan, Republic of China, and the United States are very different nations, yet have a great deal in common with each other. Taiwan is the world's leader in economic growth over the past 20 years; it has had more double-digit growth than any other nation in recent years. Taiwan has the fourth largest economy in the world. Taiwan has economic and social stability and a well-developed infrastructure. Taiwan has found the right combination of laws, economic incentives, and workforce to double its standard of living this last decade.

The United States has a large basic research and development infrastructure, including private and public universities. The U.S. has the largest economy in the world. The U.S. has economic and social stability and is analyzing its physical and social infrastructure. The U.S. has a private and public education infrastructure that served the nation well in mid-century. Although contemporary traditional education has a great deal of similarity throughout the U.S., education is a state function with multiple variations of governance, organization, and funding, particularly in vocational, technical, occupational, and adult education.

Both Taiwan and the United States are strategically positioned in global marketplaces and recognize the importance of human resources development. Taiwan lengthened compulsory education from six to nine years in 1968 and is now considering reform of junior high school and extending compulsory education from nine to twelve years. The United States is rethinking about restructuring and revitalizing contemporary traditional education and is in the early stages of a process to design entirely new learning environments.

This series of discussions is intended to share information about education and training in the U.S. in the hope that collaborative relationship can be further developed between Taiwan and the United States.

Goal and Outline

Goal

The ultimate goal of this series of discussions is to promote better understanding of the advanced technical era and the implications for vocational-industrial education. The series of discussions holds the potential for pursuing collaborative relationships on education at several levels between Taiwan and the United States .

Outline

A. Characteristics of An Advanced Technical Era and Factors Affecting Vocational, Technical, and Occupational Education.
  1. Demographic and Social Characteristics
  2. Economic Conditions: Global, Regional, and National
  3. Advances in Research and Development
  4. Critical Generic Technologies

B. The Structure of Human Resources Development Systems
  1. Federal Government - Department of Education
    a. Office of Educational Research and Improvement
      (1). Research and Development Centers
      (2). Regional Educational Laboratories
      (3). National Diffusion Network
      (4). America 2000
    b. Office of Adult and Vocational Education
  2. Federal Government - Department of Labor
  3. Federal Government - Health and Human Services
  3. National Governor's Association and Education
  4. National Organizations
    a. American Society for Training and Development
    b. Council for Occupational Research and Dev.
    c. Council on Postsecondary Accreditation
    d. Other National Organizations

C. Restructuring Education and Training
  1. Alternative Education
  2. Leadership: Analysis, Vision, and Action
  3. Info Era Learning Communities of the Future
  4. Collaboration Between Taiwan and the United States

Toward the 21st Century Learning Communities of the Future: A Sino-American Partnership For An Advanced Technical Era

by

Warren H. Groff
Consultant and National Lecturer

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Abstract

Between now and the 21st Century, industrial nations will face challenges and make policy decisions that will determine the quality of life of the peoples of the world. Nations can face these challenges unilaterally, bilaterally, or collaboratively through genuine partnership with Total Quality Commitment for all participants. The "economic miracle" by The Republic of China, Taiwan, resulting from the Sino-American partnership is a clear demonstration of the benefits of collaboration. As nations make the transition from a post-industrial era to an early technical era and then to an advanced technical era, it is imperative to analyze the success of the R.O.C.-U.S. joint venture and to develop a vision and an action plan for (1) expanding the partnership between R.O.C. and the U.S. and (2) extending collaboration to other regions such as Southeast Asia.

Background and Discussion

The ultimate purpose of education is to provide a society with knowledge and competent people to function culturally, socially, economically, technologically, and politically. To accomplish that ultimate purpose, a society creates institutions to deal with special functions. Schools and colleges were created to prepare people for life and work in a specific society -- to provide a competent workforce for the workplaces in that economy.

During the 1900s, many nations of the world made the transition from an agricultural era to an industrial era. A few nations became industrial giants in the 1940s and 1950s, and several other countries matured as industrial societies in the 1960s through 1980s. Schools and colleges reflected the principles of the industrial era. Vocational industrial education policy and programs were designed to reflect the jobs and occupational structure of the society of which they are a part.

Nations that made the transition from an agricultural era to an industrial era were shaped by advances in basic and applied research. These nations modified education and training, particularly vocational industrial education, to prepare the workforce for workplaces of the industrial era.

During the 1980s, the industrialized nations began to enter an information-intensive, technical era. Basic and applied research in science and technology accelerated. As corporations adopted contemporary technology, new competencies and skills were required for the current workforce as well as new entrants into the new workplaces. Schools and colleges attempted to modernize with contemporary technology but soon discovered it was difficult to be synchronized with skill requirements necessary for a broader range of low- through high-tech workplaces.

The Republic of China, Taiwan, and the United States are very different nations, yet have a great deal in common with each other.

Taiwan has the fourth largest economy in the world. Taiwan is the world's leader in economic growth over the past 20 years; it has had more double-digit growth than any other nation in recent years. Taiwan has economic and social stability and a well-developed physical and social infrastructure. Taiwan has found the right combination of laws, economic incentives, and workforce to double its standard of living this last decade. The "Taiwan Experience" is reflected in the following statistics. "In 1951, the average per capita income in Taiwan was only about 100 U.S. dollars, and it was about 450 U.S. dollars in 1965. However, in 1990 it had gone up to about 8,000 U.S. dollars" (1). The "economic miracle" came about primarily through the Sino-American Mutual Defense Treaty signed in 1955 and the result of the Industrial Vocational Education Cooperative Project which restructured curriculum and renewed teaching-learning in the industrial vocational high schools in the R.O.C. "As a result, in 1990, 70 percent of the senior high school students in Taiwan joined the industrial vocational education system, while only 30 percent stayed with the general education system" (2).

Education in The Republic of China normally "includes two years of preschool education, six years of elementary education, three years of junior high school education, three years of senior high school education,..." (3). Taiwan lengthened compulsory education from six to nine years in 1968 and is now considering reform of junior high school and extending compulsory education from nine to twelve years. Senior secondary education can be divided into senior high schools and senior vocational schools of seven types: agriculture, industry, commerce, marine products, nursing and midwifery, home economics, and opera and arts. "Junior colleges can be classified into two kinds. The one admitting junior high school graduates requires five years of education in school. The other admitting senior high school graduates requires two to three years of education in school" (4). Taiwan has analyzed vocational education in Sweden, Ireland, France, the United Kingdom, Japan, West Germnay, and the U.S. (5).

The U.S. has the world's largest economy. The U.S. has economic and social stability and has a well-developed physical and social infrastructure. The U.S. economy is being restructured by forces, some of which are unique to the European Community, the emerging North American Common Market, and the Pacific Rim. Business and industry, particularly multinational corporations, are restructuring to survive in the emerging global economy of the 21st Century. Establishments can become more competitive through a number of variables including (1) structure; (2) people; and (3) processes, technology, and work.

The United States has a large basic research and development infrastructure, including private and public universities. The U.S. has a private and public education infrastructure that served the nation well in mid-century. Although traditional education has a great deal of similarity throughout the U.S., education is a state function with many variations in governance, organization, and funding, particularly in vocational, technical, occupational, and adult education.

The United States is in the early stages of redesigning traditional educational. The traditional education system in the U.S. consists of three tracks: academic, vocational, and general. The 1983 Longitudinal Survey indicated that of 100 high school students, 34 graduated from the vocational track, 32 from the general track, 11 graduated from the academic track and 24 had dropped out; a National Assessment of Vocational Education in 1989 indicated that the average academic track student took 3.18 vocational units (6). Without access to the latest in contemporary technology, a learner receives less than a quality education. Already some restructuring is occurring within traditional education. In addition to restructuring within traditional education, other forms of education that have emerged include technological delivery systems, cooperative lifelong learning, solution based learning, and businesses sponsored education and training.

Both Taiwan and the United States have a number of things in common. Both nations have economic and political stability, are positioned in global marketplaces, and recognize the importance of human resource development. An analysis of Sino-American success of the past 40 years suggests recommendations for strengthening the partnership between Taiwan and the United States and possible collaboration between Taiwan and the U.S. with Southeast Asian countries. The purpose of a "Toward the 21st Century" partnership would be to pursue areas of mutual collaboration, to think about the advanced technical era and translate a vision into an action plan for "Learning Communities of the Future."

Taiwan and the U.S. are strategically positioned for continued economic development. Demographic, social, economic, technical, and political forces will shape both nations. As their economies change, workplaces will require a reexamination of organizational structure; competencies and skills of people; and processes, technology, and work. Multinational corporations want to be competitive and will modernize with new processes and contemporary technology; they will locate or relocate whereever they can survive. For example, assume that McDonnell Douglas sells 40% of its airliner business to Aerospace Corp. in Taiwan. Taiwan will need to prepare the workforce for the new workplaces. McDonnell and Aerospace may decide to subcontract some work to countries in Southeast Asia. Such a decision could help to bring social and economic stability to the region through improved quality of life. Improved quality of life in underdeveloped regions provides markets for goods and services and jobs for producing nations.

Will traditional or flexible manufacturing processes and technology be used to produce components and finished assemblies? There is a decided trend away from assembly line processes of people merely contributing one small aspect of a component toward processes where all workers participate as a member of a team to design and build a product. Regardless of processes and technology, skills will have to be developed through education and training. Mass production manufacturing processes of the industrial era of the 1950s and 1960s shaped schools and colleges, particularly vocational industrial education. Industrial era mass production manufacturing processes have been replaced with newer customized processes. So too, education and training structures, people, and work must change to meet the new competency and skill requirements.

Although all education is directed at preparation for **life** and **work** in a **society**, vocational, technical, and occupational education is a set of processes that helps each person to think about **workplaces** of the future and then select the segment of the **workforce** s/he wants to enter. The role of professional educators is to design and implement programs of preparation, preschool through postgraduate levels, to help each student to progress through developmental stages from **awareness** to higher levels of **understanding**. Career educators also pass through developmental stages beginning with "novice" and continue through "informed" and then "influential." These developmental stages of career educators are one component of graduate and postgraduate programs.

Taiwan, the U.S., and many other nations in the world, particularly Paciic Rim coutries of Southeast Asia, need the knowledge and the critical mass of human capital to expand and improve education at various levels. Many faculty members at various levels of higher education in Taiwan completed their graduate education at universities in the U.S. prior to this decade of fundamental restructuring. Other faculty members from Taiwan are currently pursuing their doctoral programs, some in innovative graduate programs that were redesigned and focus on **rethinking for restructuring and revitalizing.** For example, several students from Taiwan are enrolled in the vocational, technical, and occupational specialization of the Programs for Higher Education at Nova University. That program focused on **Preparing Agents of Change** in 1984-1985, **Transformational Leaders** in 1986-1987, **Strategic Thinkers** in 1988-1989, and **Restructuring Establishments** in 1990-1991 (7). Educators and trainers employed in business and industry are enrolled in this graduate program. Another redesigned program begins with Leadership I, concludes with Leadership II three years later, and focuses on creating a vision and plan for restructuring traditional education and creating new learning environments; it can be delivered, for the most part, via technology (8).

Both of these programs can be delivered in the existing generic format or could be delivered in a customized format. National Faculty in these programs are drawn from research universities and institutions from throughout the U.S. Furthermore, the National Faculty teach throughout the U.S. and obtain insights about restructuring from the many states in which the mature, adult, doctoral students work. One example of customizing the doctoral program format was the development of a strategic planning process for an institution; eight employees in that institution received credit for one practicum for that work in the Programs for Higher Education. It is anticipated that the implementation of the strategic planning process will yield strategic directions and goals which will be used for other practicums for the students and for Major Applied Research Projects (MARPs). Thus, the students and institution benefit from the "value added" by translating theory and research into application for that context.

This customized graduate program format could be used in Taiwan for expanding education. Technical assistance in strategic planning could be provided to an institution, group of institutions, and the entire system of education. Personnel who participate in strategic planning and develop the planning process or the strategic plan could enroll in a graduate program and receive academic credit for that work. Furthermore, specific goals in the plan could be met by a student completing a practicum for which s/he would receive academic credit. In addition, assume that a McDonnell

Douglas plant in Taiwan will use a flexible manufacturing process and a team approach that embraces Total Quality Management. Educators would have to design and implement the training programs to produce the workforce competencies and skills necessary to accomplish that goal. Doctoral students who participate in such a collaborative venture with business and industry could be awarded academic credit for some of the work. Doctoral students who participate in a collaborative effort to develop the infrastructure for plants in Southeast Asia countries could also receive credit for some of the work as practicums and MARPs. Furthermore, career educators and trainers in plants in Southeast Asia countries could enroll in the graduate programs as a part of a global "Learning Community of the Future" intended to enhance quality and increase productivity.

Multinational corporations will use contemporary communication and information technology to make business decisions for plants located in the various countries. The same communication and information technology can be used for the delivery of education and training programs into the workplace, the home, and the community.

Conclusion

The "Taiwan Experience" was both an economic and educational miracle that resulted from an industrial era Sino-American bilateral partnership. The early technical era is accelerating in the 1990s. During the 1990s, several nations will begin to enter an advanced technical era. Corporations will adopt new flexible processes and more complex contemporary technology to remain competitive in the emerging global marketplaces. Schools and colleges, particularly vocational industrial programs, will find it increasingly more difficult to synchronize competency and skill requirements for workplaces in an advanced technical era. All establishments will have to adopt a philosophy of learning for innovation with Total Quality Commitment.

The U.S. experience of the 1980s has conclusively demonstrated that modernization within the placebound and timebound formats of traditional education is necessary, but insufficient. Vocational, technical, and occupational education must develop a tighter relationship with the economy and society of which it is a part. The nations that critically analyze education and training and then redesign human resources development systems which are synchronized with the economy and society will be the most viable in the 21st Century. Vocational, technical, and occupational education must take the lead in designing and implementing adaptive 21st Century "Learning Communities of the Future."

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The Author

Dr. Warren H. Groff was the keynote speaker at the 1991 Vocational Education Symposium in Taiwan, Republic of China, during the last week in November. Dr. Groff spoke on the theme "Rethinking, Restructuring, Revitalizing" and addressed three major topics: (1) Restructuring Education and Training, (2) The Structure for Human Resources Development in the United States, and (3) Characteristics of the Advanced Technical Era. The symposium was sponsored by Dr. Kirby Yung, Vice Minister of the Ministry of Education of Taiwan, and Professor Yng-Chien Sheu of the National Taiwan Normal University in Taipei. He made presentations and held discussions at the National Taiwan Normal University on November 28, the National Changhua University of Education in Changhua on November 29, and the National Kaohsiung Normal University in Kaohsiung on November 30.

Dr. Groff is a consultant and National Lecturer for Nova University. He has over twenty years of higher education administrative experience. He has conducted the one week Snowmass Institutes on Strategic Planning for the past eleven years. He has assisted seven state systems and many institutions with strategic planning. He has taught 60 doctoral seminars throughout the U.S. to 1,110 students from Canada, Korea, Taiwan, Germany, and the U.S. He has written extensively on topics of leadership, strategic planning, human resource development, and economic development.

Tentative Schedule for Taiwan Educators Visitation

July 19 Fly to United States

July 20 National Center for Research in Vocational Education, Berkeley, California

July 21 Maricopa Community College, Phoenix, Arizona

July 22 Center for Occupatinal Research and Development, Waco, Texas

July 23 INFOMART and Dallas County Community College District, Dallas, Texas

July 24 Southern Regional Education Board, Atlanta, Georgia

July 25 Disney World, Orlando, Florida

July 26 Summer Institute for Programs for Higher Education

July 27 and 28 Summer Institute, Orlando, Florida

July 29 National Aeronautics Space Administration, Cape Cavernal, Florida

July 30 and 31 Summer Institute, Orlando, Florida

Aug 1 Summer Institute ends, fly to Raleigh, North Carolina

Aug 2 Research Triangle, Raleigh, North Carolina

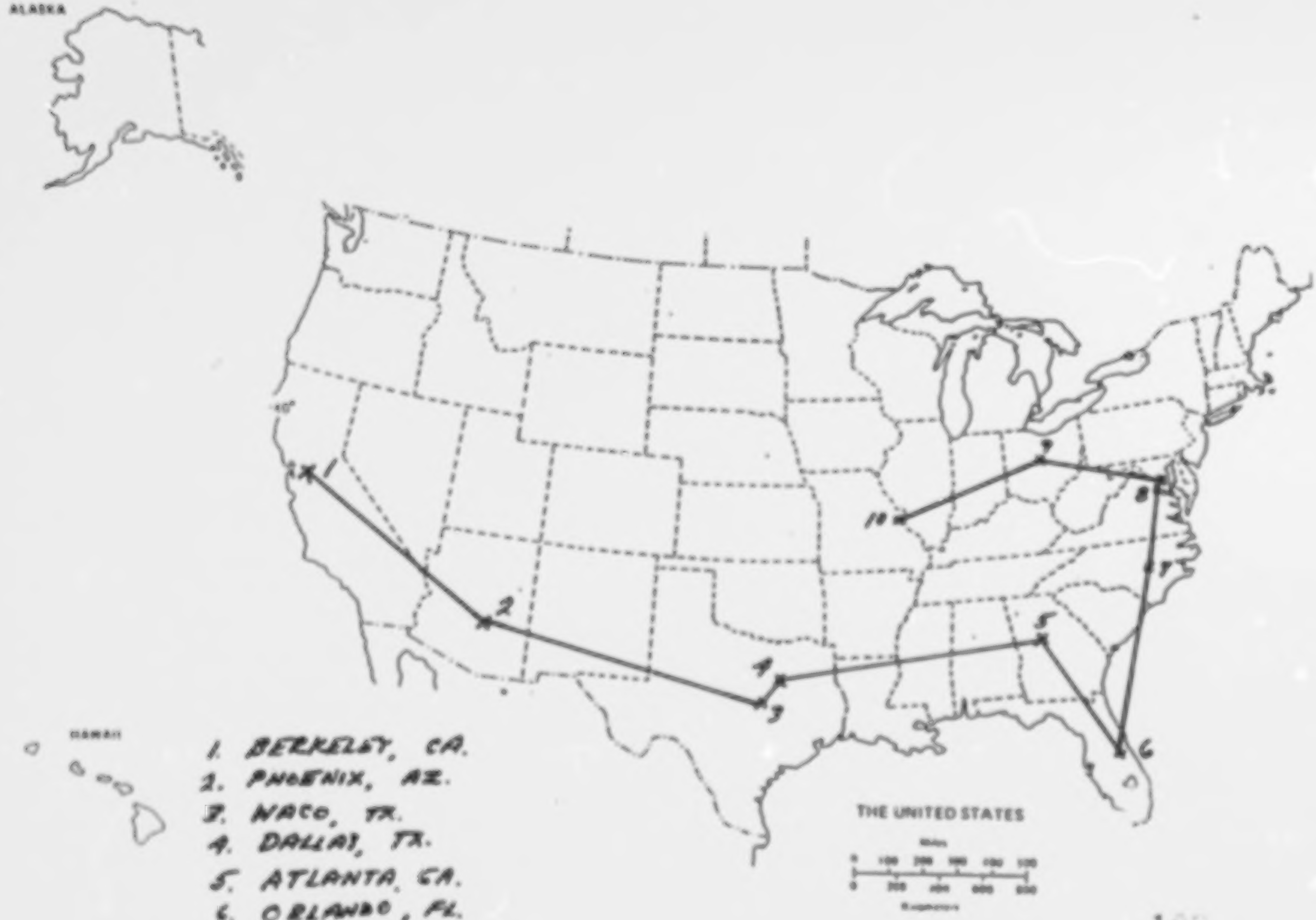
Aug 3 Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM), North Carolina State University

Aug 4 U.S. Department of Education
U.S. Department of Labor
Federal Laboratory for Technology Transfer

Aug 5 Center for Higher Education, One Dupont Circle
American Vocational Assocation
American Society for Training and Development

Aug 6 Center on Education and Training for Employment and ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, Columbus, Ohio

Aug 7 McDonnell Douglas Corporation, St. Louis, Missouri (Or some other companies)


ALASKA
HAWAII
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4
5
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8
9
10
THE UNITED STATES
Miles
0 100 200 300 400 500
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Kilometers

1. BERKELEY, CA.
2. PHOENIX, AZ.
3. WACO, TX.
4. DALLAS, TX.
5. ATLANTA, GA.
6. ORLANDO, FL.
7. RALEIGH, NC.
8. WASHINGTON, DC.
9. COLUMBUS, OH.

MONTH JULY - AUGUST YEAR 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
19 FLY TO U.S.	20 NATIONAL CENTER FOR RESEARCH IN VOC. ED.	21 MARICOPA COMMUNITY COLLEGE	22 CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT	23 INFOMART DALLAS CO. COMMUNITY COLLEGE	24 SOUTHERN REGIONAL EDUCATION BOARD	25 DISNEY WORLD
26 NOVA SUMMER INSTITUTE	27	28	29 NASA	30 NOVA SUMMER INSTITUTE	31	1
2 RESEARCH TRIANGLE	3 ACCLAIM	4 U.S. DEPT. LABOR DEPT. EDUC. FED. LAB.	5 CENTER FOR HIGHER EDUC. AVA, ASTD	6 CENTER, ERIC CLEARINGHOUSE	7 McDONALD DOUGLAS	8 FLY TO TAIWAN
9 FLY TO TAIWAN						

RETHINKING

RESTRUCTURING

REVITALIZING

GOALS

To **RETHINK** The Learning Enterprise
in an advanced technical era.

To **RESTRUCTURE** *human resources development systems to produce knowledge workers in a global era.*

To **REVITALIZE** **"The American Dream"** *through* **"Learning Communities of the 21st Century."**

RETHINKING, RESTRUCTURING, REVITALIZING

- RETHINKING
  - QUALITY
  - ACCESS
- RESTRUCTURING
  - WITHIN
  - BETWEEN
- REVITALIZING
  - LEADERSHIP
  - HUMAN RESOURCES DEVELOPMENT

CHANGE FAVORS THE PREPARED MIND

- Louis Pasteur

SOCIETAL CONDITIONS

SUCCESS IN EDUCATION

QUALITY OF LIFE

DEVELOPMENTAL TASKS
FOR THE
21st CENTURY

1950s

1960s

1970s

1980s

1990s

REFORMS IN EDUCATION

1835 - 1885	CREATE AND SPREAD "COMMON" SCHOOL
1885 - 1940	EXPAND SCHOOLING
1945 - 1960	GLOBALIZATION OF AMERICAN EDUCATION
1960 - 1970s	WAR ON POVERTY
1980s	THE REFORM THAT MIGHT

FROM	TO
6 - 6	6 - 3 - 3
6 - 3 - 3	6 - 2 - 2 - 2
6 - 3 - 3	5 - 3 - 4
K - 12 + 2	K - 9 & 3 + 2

REFORM

1960s	SUBJECTS
	MATH, NAT SCIENCES
1980s	CURRICULUM
	MODERNIZATION
	PME - SP - TQC
1990s	INTERMURAL
	RESTRUCTURING
2000+	FULL SERVICE CARING &
	LEARNING ENVIRONMENTS

GOAL: HUMAN RESOURCES DEVELOPMENT SYSTEM TO ACHIEVE GREATER EQUALITY

COMPONENTS

1. INTEGRATED POLICY FOR CHILDREN & FAMILY
2. PROGRAM FOCUS ON DATA & INFO PROCESSING: MATH, SCIENCES, & TECHNOLOGY
3. GRADUATE & POSTGRADUATE HRD: TRANSFORMATIONAL LEADERSHIP II TOTAL QUALITY COMMITMENT (TQC)

INTEGRATED POLICY FOR CHILDREN & FAMILY

FROM	TO
BUREAUCRATICALLY DEFINED	"WHOLE" CHILD & FAMILY DEFINED
CRISIS AND FRAGMENTED ORIENTATION	WELLNESS PROMOTION AND COHERENCE ORIENTATION
DEPENDENCY ON BUREAUCRACY	SELF & FAMILY SUFFICIENCY

WITHOUT ACCESS TO THE LATEST

CONTEMPORARY TECHNOLOGY,

A LEARNER IS RECEIVING LESS

THAN A COMPLETE EDUCATION

U. S. QUALITY OF LIFE

The quality of life in the U.S. is dependent, in large measure, on the preparation of persons of color who become knowledge workers qualified at a competitive postsecondary education level.

POPULATION GROWTH IN U.S., 1990-2030

WHITE	+ 25%
AFRICAN AMERICAN	+ 68%
ASIAN, PACIFIC ISLANDERS, & AMERICAN INDIAN	+ 79%
LATINO AMERICAN	+187%

RESTRUCTURING

ACADEMIC - VOCATIONAL, TECHNICAL

LIBRARY & INFORMATION SERVICES

EDUCATION AND COMMUNITY

FUNCTIONS

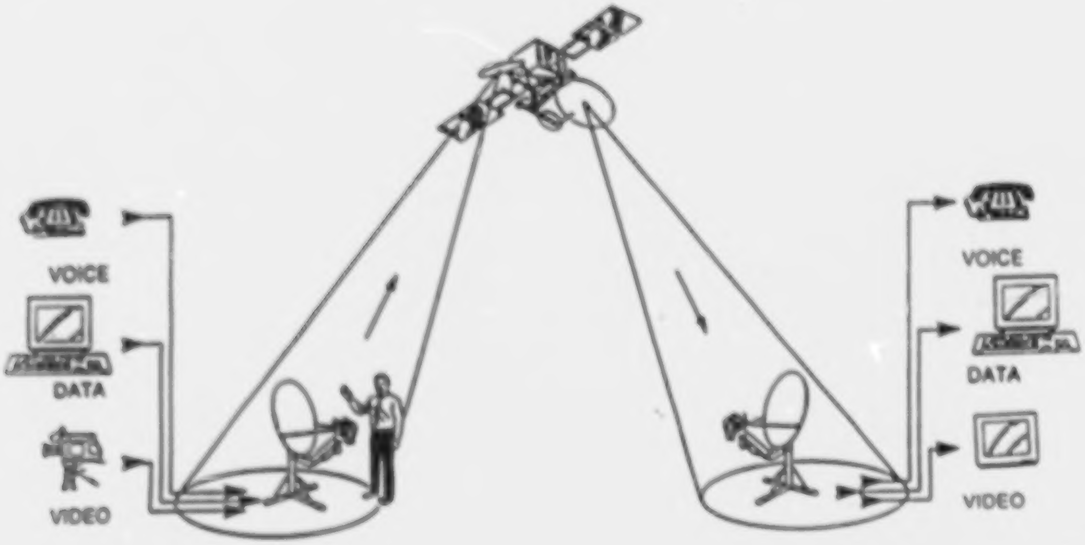
DATA AND
INFORMATION
PROCESSING

LIBRARY
& MEDIA
CENTER(S)

COMMUNITY
OUTREACH

ADVANCED
COMMUNICATIONS
TECHNOLOGY
SATELLITE (ACTS) PROGRAM

T1 (1.544 MBPS) VSAT NETWORK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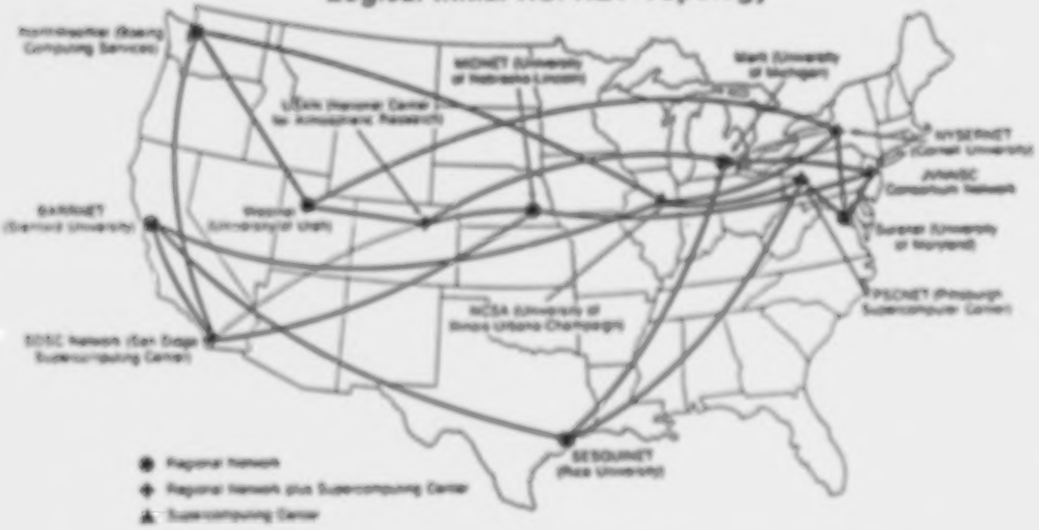
Logical Initial NSFNET Topology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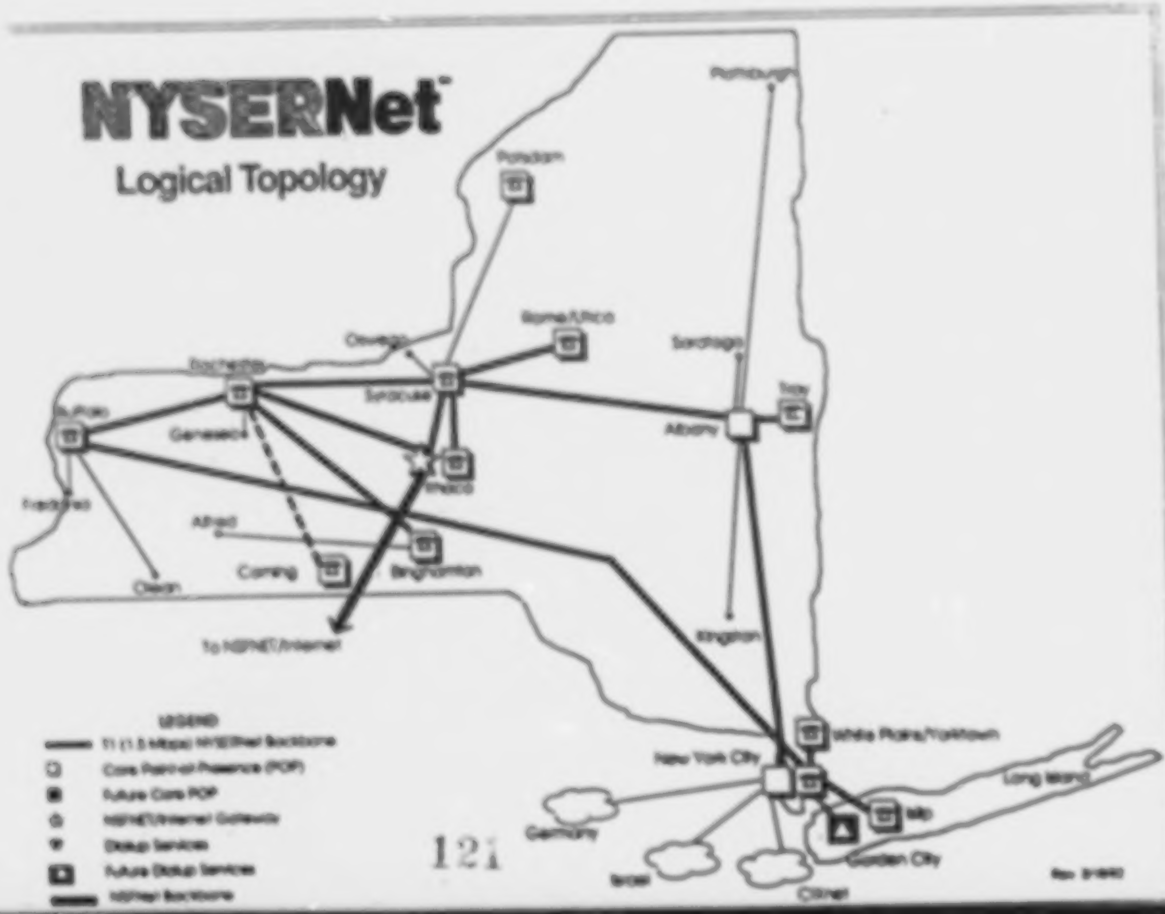
MIDNET (University of Nebraska-Lincoln)
Merit (University of Michigan)
USAN (National Center for Atmospheric Research)
NYSERNET (Cornell University)
BARRNET (Stanford University)
Westnet (University of Utah)
JVNCSC Consortium Network
SURAnet (University of Maryland)
PSCNET (Pittsburgh Supercomputer Center)
NCSA (University of Illinois Urbana-Champaign)
SDSC Network (San Diego Supercomputing Center)
SESQUINET (Rice University)
Regional Network
Regional Network plus Supercomputing Center
Supercomputing Center

Center for Cartographic Research and Spatial Analysis, Michigan State University 2/88

NYSERNet™

Logical Topology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Geneseo
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Alfred
Corning
Binghamton
Olean
To NSFNET/Internet
Kingston
White Plains/Yorktown
New York City
Long Island
Islip
Germany
Garden City
Israel
Chile
LEGEND
T1 (1.5 Mbps) NYSERNet Backbone
Core Point-of-Presence (POP)
Future Core POP
NSFNET/Internet Gateway
Dialup Services
Future Dialup Services
NSFNet Backbone

SMART HOMES

WIRED COMMUNITIES

FAST SYSTEMS

GLOBAL NETWORKS

FAST FORWARD LEARNERS

KNOWLEDGE WORKERS

INFORMATION LITERACY NEEDED FOR SOLUTION BASED LEARNING

DATA ELEMENTS

SOURCES OF DATA

ACCESS TO DATA

FORMAT FOR DATA TO YIELD INTELLIGENCE

SOLUTIONS

FULL SERVICE CARING & LEARNING COMMUNITY

LEARNING

IS NOT

TIMEBOUND

OR

PLACEBOUND

"ENDS" - QUALITY OF LIFE

"MEANS" - SOCIAL INFRASTRUCTURE

EDUCATION

CONTINIUM OF CARE

DEVELOPMENTALLY APPROPRIATE

INTEGRATION - VALUES & LEARNING

SIGNIFICANT OTHERS

MASTERY LEARNING

CRITICAL POINTS OF INTERVENTION

KNOW HOW & TECHNOLOGY

CULTURE & CLIMATE

MINDSET - PREDISPOSITION

ALTERNATIVE "CHOICE" HRD SYSTEMS

CONTEMPORARY TRADITIONAL EDUCATION

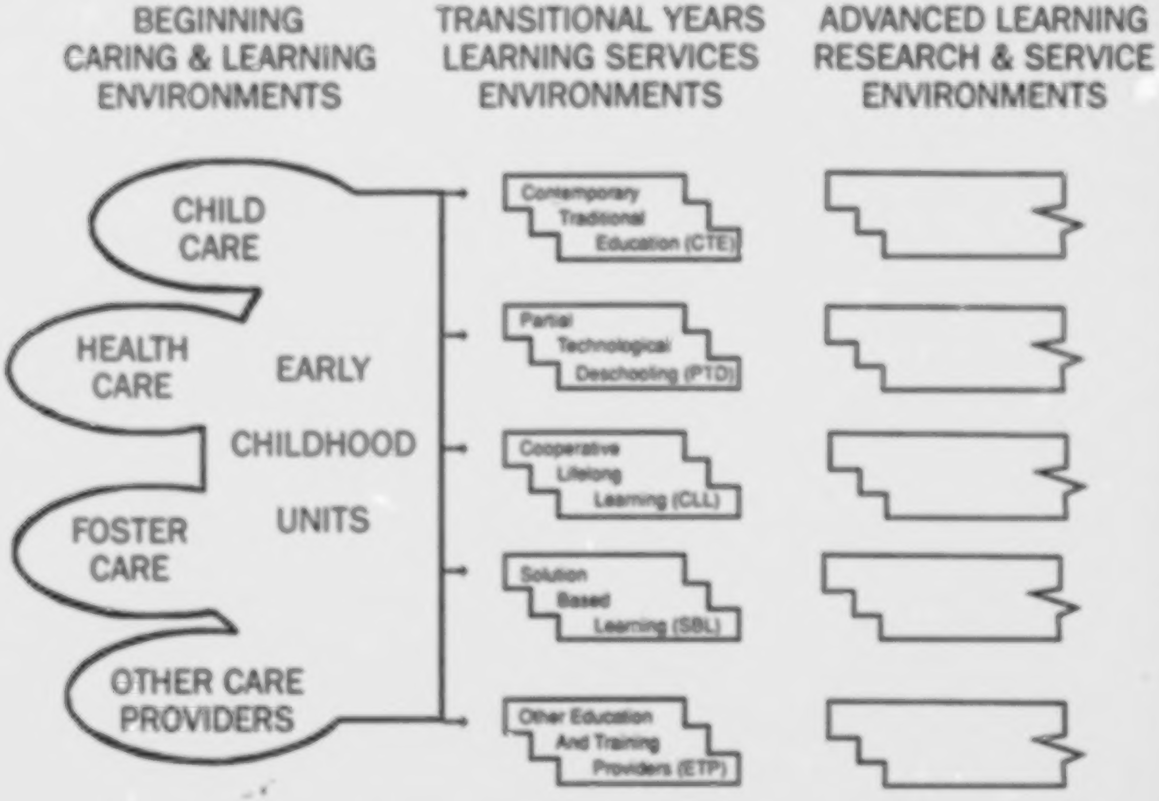
PARTIAL TECHNOLOGICAL DEINSTITUTIONALIZATION
and
TECHNOLOGICAL INTENSIVE DEINSTITUTIONALIZATION

COLLABORATIVE LIFELONG LEARNING

SOLUTION-BASED EDUCATION

OTHER EDUCATION & TRAINING PROVIDERS

INFO ERA LEARNING COMMUNITIES OF THE FUTURE


BEGINNING
CARING & LEARNING
ENVIRONMENTS
TRANSITIONAL YEARS
LEARNING SERVICES
ENVIRONMENTS
ADVANCED LEARNING
RESEARCH & SERVICE
ENVIRONMENTS
CHILD CARE
HEALTH CARE
FOSTER CARE
OTHER CARE PROVIDERS
EARLY CHILDHOOD UNITS
Contemporary Traditional Education (CTE)
Partial Technological Deschooling (PTD)
Cooperative Lifelong Learning (CLL)
Solution Based Learning (SBL)
Other Education And Training Providers (ETP)

TOTAL QUALITY COMMITMENT

ENDS

VALUES
 VALUES CLARIFICATION
 SHARED VALUES
 INVOLVING ALL PEOPLE

QUALITY OF LIFE
 DIMENSIONS
 STANDARDS
 DIRECTIONS

MEANS

HUMAN RESOURCES DEV SYSTEMS

1. STRUCTURAL DIMENSION

2. HUMAN DIMENSION

3. PROCESS (WORK) DIMENSION

ORGANIZATIONAL LEARNING FOR ADAPTATION

COMMUNITY LEARNING FOR ADAPTATION

ON BECOMING

In the end, it is important to remember

that we cannot become what we need

to be by remaining what we are.

Max De Pree Leadership Is An Art, New York, NY
Doubleday, 1989

QUALITY

IN THE RACE FOR QUALITY,

THERE IS NO FINISH LINE.

—David Kearns

Cited in "Quotable Quotes," The Reader's Digest,
May, 1990, p.152

PREFACE FOR TECH PREP CONSORTIUM

Numerous issues will be important in the years ahead. No issues will be more important, however, than providing greater access for more people to quality health care at a reasonable cost. While the U.S. leads the world in many areas of research and development in health, the quality of health status has declined significantly from a high rank among industrialized nations to a position below some underdeveloped nation in some indicators such as infant mortality. Of particular significance are health indicators in inner city and rural areas such as the Lower Mississippi Delta region with high concentrations of disadvantaged minorities, particularly Blacks and Native Americans.

Secondary and postsecondary education in the Memphis area significantly improved its articulation in the 1980s. Governor Lamar Alexander implemented a "Better Schools Program" with numerous projects to improve the systems at all levels. One such project was "The Tennessee State-Wide School-College Collaborative for Educational Excellence" begun in 1982 and sponsored by The Tennessee Board of Education, The Tennessee Department of Education, The Univesity of Tennessee, The Tennessee State Board of Regents and Educational EQuality of The College Board in New York. Postsecondary education shifted from a quarter to a semester format during 1986-87 and Memphis area institutions reviewed existing articulation agreements and began to develop new interinstitutional collaboration including the Middle College High School on the Mid-Town Campus of Shelby State Community College which was started in the fall of 1987. Furthermore, chairs of institutional and system planning committees met regularly during that period to foster interinstitutional collaboration.

The above-mentioned activities were laudable and necessary, but are insufficient for today's intractable social problems. Bolder, more creative, and far more innovative approaches must be initiated to deal with problems of broad public interest. As Albert Einstein stated, "Problems cannot be solved at the same level of consciousness that created them."

Allied health professionals comprise over 60% of the U.S. health care work force and are essential to the well-being of the majority of Americans. There is a critical shortage of allied health professionals and nurses; and predictions indicate that the supply will diminish while the demand for health care workers will increase, not to mention the distribution issues by geographic region or speciality. In addition, minorities are underrepresented in every occupational category in relationship to percentage of the total population, yet minorities have higher rates of incidence in most categories of conditions and diseases.

The ultimate purpose of professional educators and clinicians is to design programs of preparation and continuing education to promote improvement in the quality of services. Health American: Practicitioners for 2005 contains several recommendations which help to create a conceptual framework: (1) create a vision, (2) validate clinical practice, (3) improve linkages, (4) career mobility and (5) renovate accreditation.

The conceptual framework for this multi-year application is based on the dual goals of **refinement** and **dissemination**. Although this project is based upon established tech prep programs in the health occupations, it must be recognized that quality today does not represent benchmarks that will be acceptable standards tomorrow. As David Kearns has stated, "In the race for quality, there is no finish line." The **refinement** goal consists of continuous audit and integration of curriculum based on validated clinical competence. Complex and rapid advances in technology are reflected in changes in protocols and procedures in health care delivery contexts and must be incorporated into the curriculum. In addition, changes in alternative education delivery systems must also be incorporated into the curriculum at multiple levels.

The **dissemination** goal consists of training, technical assistance, and replication. Each of these areas is described in detail in the document. The **replication** objective deserves additional comment. Replication is not defined as a duplicate, exact model of the exemplary program at another site. Rather, replication is defined as creating and co-creating a conceptual framework and a new break the mold model at another site that is based on the latest in know-how and technology.

Replication includes a proactive approach to "Rethinking for Restructuring for Revitalizing" based on site identification, infrastructure development, and the co-creation of the next generation of tech prep programs. In the mid 1980s, The University of Tennessee Memphis created The Biomedical Information Transfer Center. The Memphis Metropolitan Campus Network (MMCN) links together the campuses and teaching hospitals. A comprehensive information processing and telecommunications capability is being developed which would permit the creation, storage, retrieval, tranmission, and reception of audio, data, and video to and from anywhere in the world. The Center for Telecommunications and Information Systems at Christian Brothers University has developed a program to evaluate applications of information technology in education. These components of infrastructure make it possible to develop bold, creative, and innovative approaches to health education and the preparation of personnel to work in health care settings.

The Tech Prep Consortium will identify a site such as Tunica County, Mississippi, the nation's poorest county, where 53 percent of the people live below the poverty line. The Consortium will provide training and technical assistance to raise awareness and understanding and to build infrastructure. The Consortium will then create a vision that includes (1) delivering most didactic instruction to that geographic area, (2) offering students clinical experiences in Memphis in a variety of health care settings, and (3) providing for their continuing education via contemporary communication technology. The technology infrastructure exists with INTERNET, NSFNET, the National Research and Education Network (NREN), the Advanced Communications Technology Satellite (ACTS) Program, and local area networks.

Vision creation will go beyond the Lower Mississipi Delta region. A study by the Population Crisis Committee reported harsh suffering in 83 countries with 73 percent of the world's population in areas where conditions are extreme such as in Mozambique, Somalia, Afghanistan, Haiti, and Sudan. In March 1992, the Memphis-based organization called the United States-Africa Association for Partnership signed an agreement to provide assistance to the 47 nations of the African continent. The Tech Prep Consortium will explore the feasibility of replication to the African continent to attempt to stave off starvation of 30 million people and the spread of AIDS and other debilitating health conditions.

In summary, this dissemination project is based on refinement of established tech prep programs in allied health and nursing and pursuing replication in a proactive manner. No moral or sensible nation dare continue to ignore the changing demographic, social, and economic conditions of the family and the devastating impact on the children and youth, particularly in rural and urban areas, of this nation and of other nations. People at all ages must be physically and psychologically healthy to lead meaningful and productive lives. America 2000 and other initiatives must be based on bold, creative, proactive, and visionary ideas that form conceptual frameworks for the next generation of collaborative solution-based human resources development systems that are the centerpiece of "Info Era Learning Communities of the Future" that reflect Total Quality Commitment to the integration and synchronization of society, work, and education.

DEVELOPMENTAL TASKS FOR

NOVA COMMUNIVERSITY II:

TRANSFORMATIONAL LEADERSHIP II

TO

"LEARNING COMMUNITIES OF THE FUTURE"

Communiversity

A loose federation of all educational and cultural resources which exist to serve the citizens, society and economy in a community or well defined region

Samuel B. Gould Today's Academic Conditions
New York, NY: McGraw Hill, 1970

COMMUNIVERSITY

KNOW HOW

WORKFORCE

Ed. D. Program in Child and Youth Studies

The Specializations

- Curriculum Development and Instruction
- Special Services for Children and Youth
- Administration of Programs for Children and Youth

The Study Areas

- Leadership
- Human Development
- Research and Evaluation
- Political Processes and Social Issues

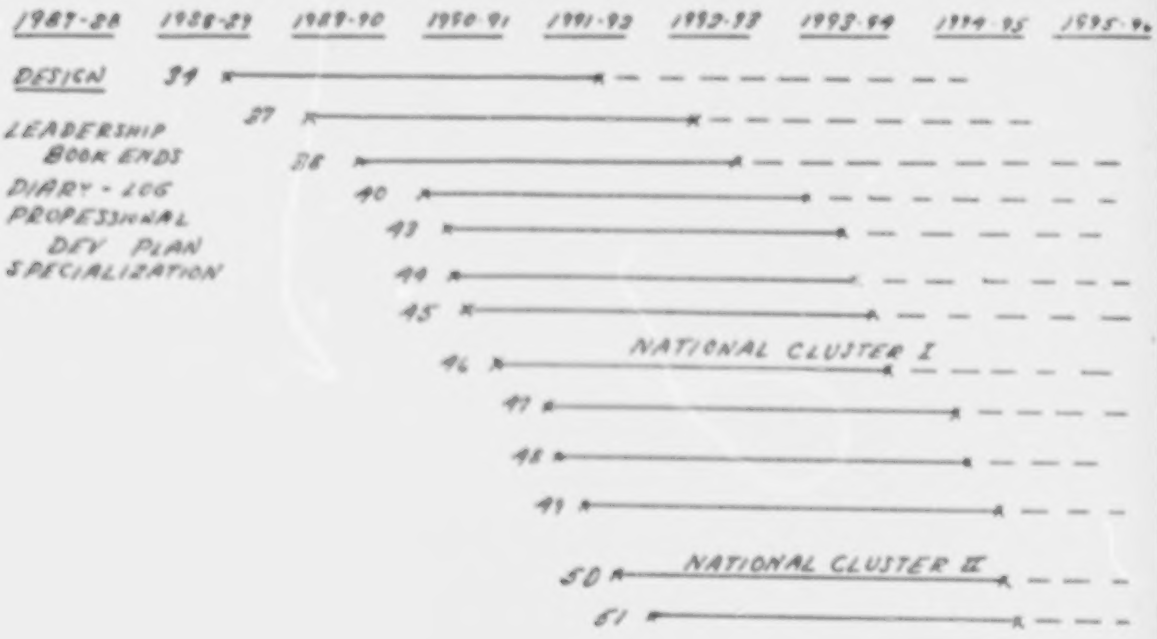
The Summer Institute

- Year One
- Year Two

The Practicums

- Practicum I
- Practicum II

CHILD & YOUTH STUDIES: DEVELOPMENT, EVALUATION, & RESEARCH



CYS LEADERSHIP I & II

1991-92	1992-93	1993-94
34 **II**		
37 **II**		
38	**II**	
40	**II**	
46 (Nat.Cluster I)		**II**
50 (Nat.Cluster II) I		
51 I		

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Personal Evaluation

Personal Assessment

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Personal Plan

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History

Setting

Stage - Transformational Leader

Stage - Consensus Leader

Problem Areas

Organizational Plan

Summary Graphic

Personal and Organizational Development Plans

Carriellen B. DeMuth

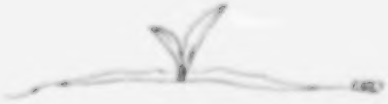
Cluster #46

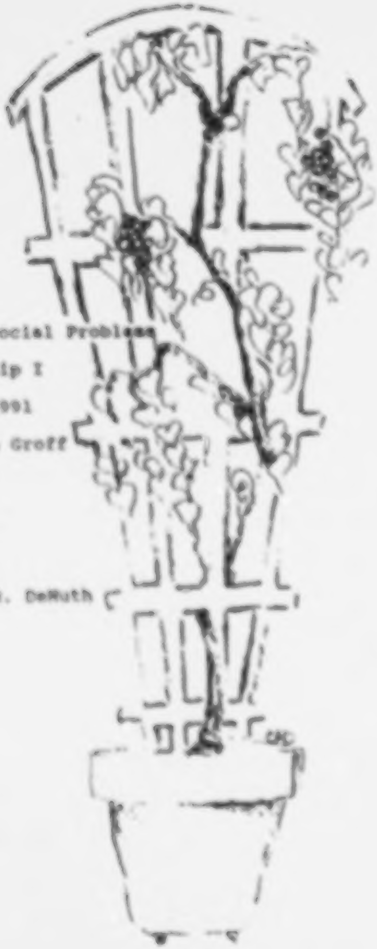
Assignment Number Two

Leadership I

March 28, 1991

Dr. Warren Groff





Two Contemporary Social Problems

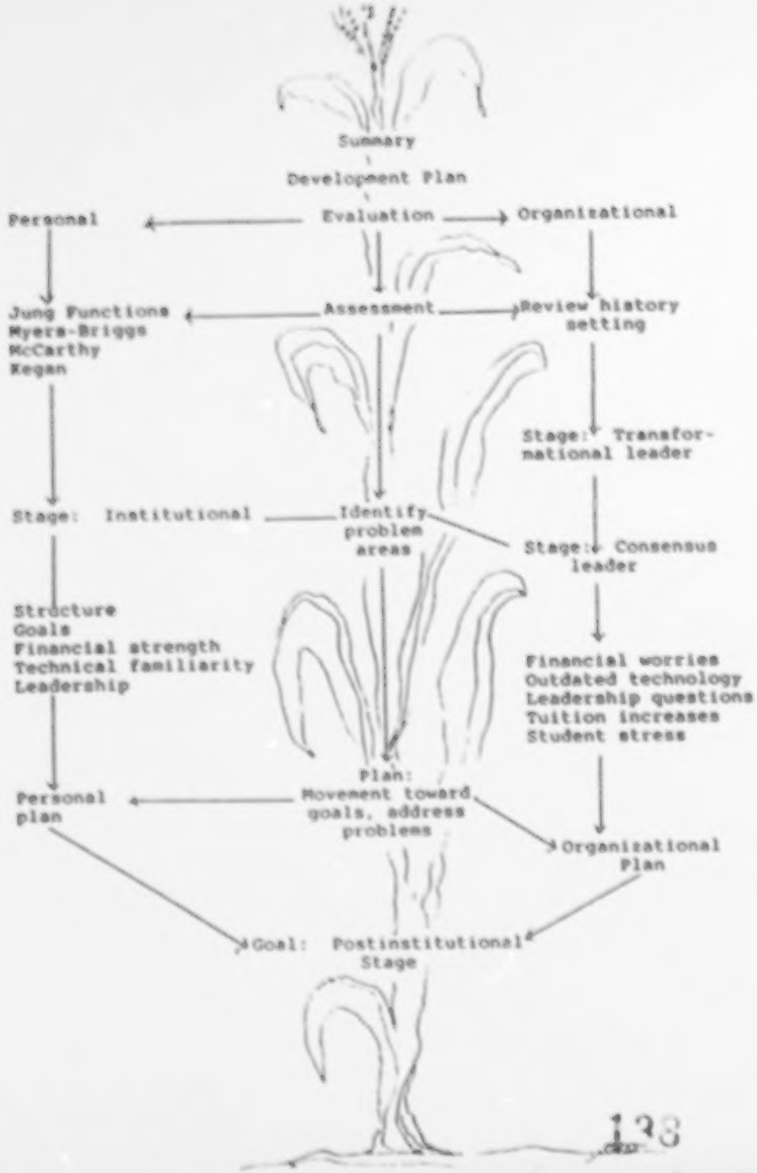
Leadership I

May 4, 1991

Dr. Warren Groff

By

Carriellen R. DeMuth



Summary

Development Plan

Evaluation

Personal

Organizational

Assessment

Jung Functions
Myers-Briggs
McCarthy
Kegan

Review history
setting

Stage: Transformational leader

Stage: Institutional

Identify problem areas

Stage: Consensus leader

Structure
Goals
Financial strength
Technical familiarity
Leadership

Financial worries
Outdated technology
Leadership questions
Tuition increases
Student stress

Plan: Movement toward goals, address problems

Personal plan

Organizational Plan

Goal: Postinstitutional Stage

Current Options for Educational Technology

- ☐ Curriculum Integration
- ☐ Multimedia
- ☑ Distance Education

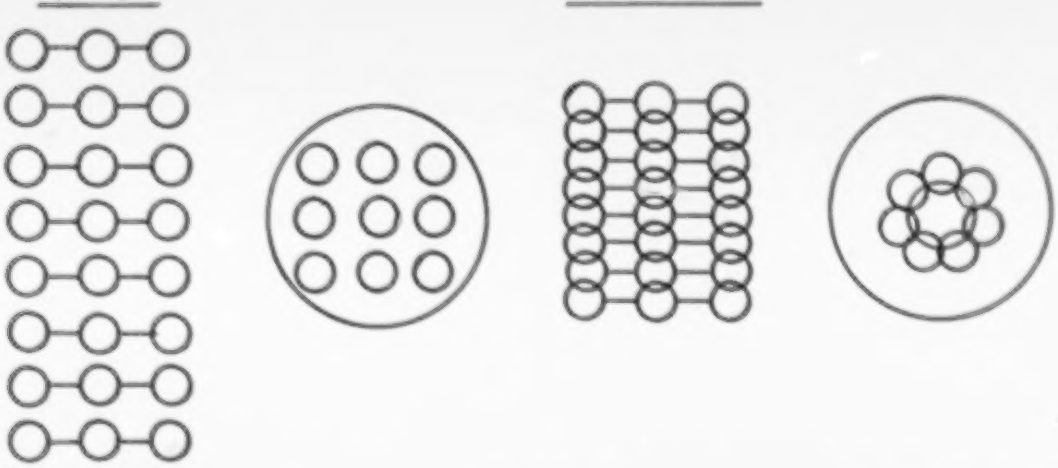
The Vision

Computer-Based Distance Education

GLOBAL AWARENESS...

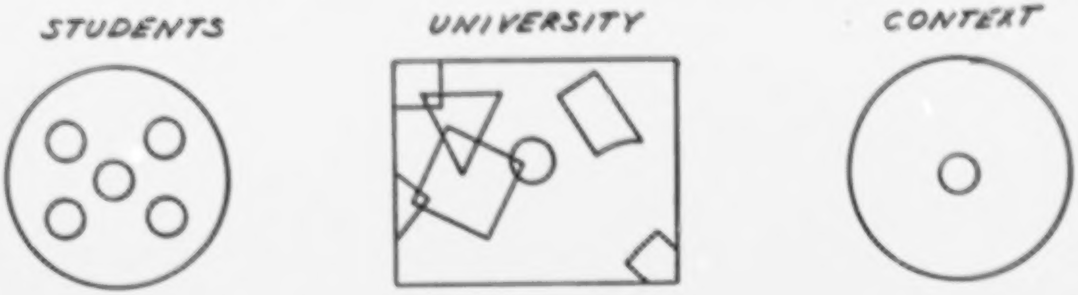
"Our World's Survival Depends On It"

VALUE ADDED THROUGH COLLABORATIVE LEARNING

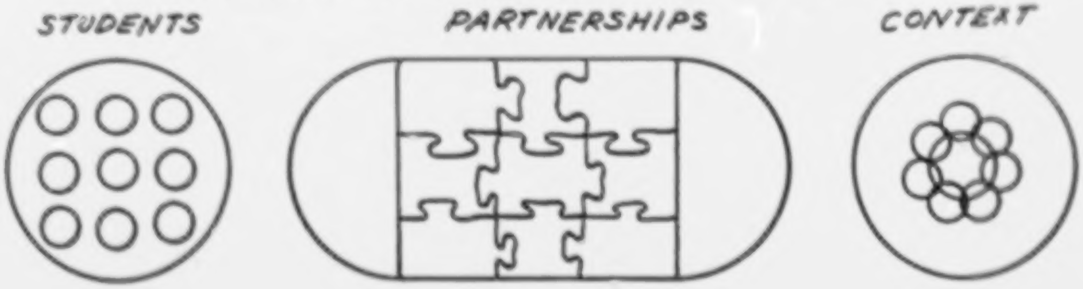


ORANIZATIONAL LEARNING FOR ADAPTATION

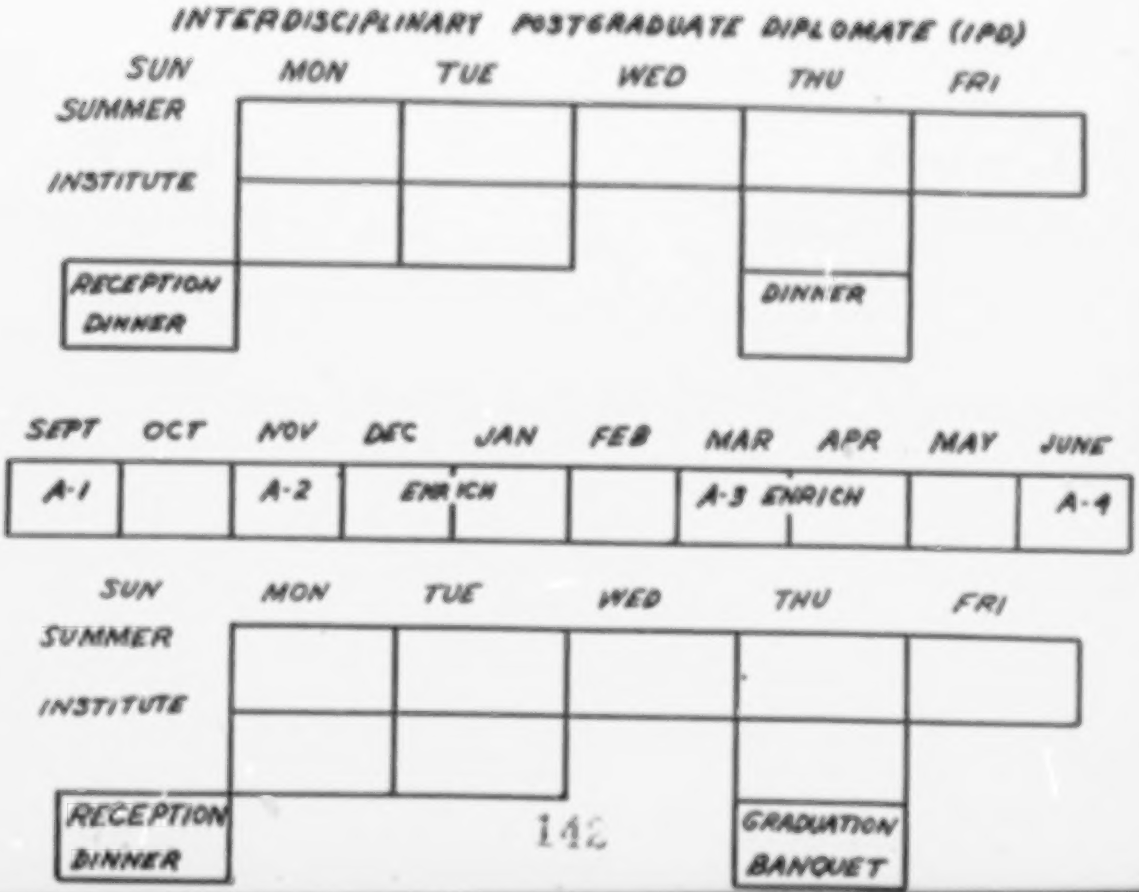
GRADUATE PROGRAMS OF THE PAST


STUDENTS
UNIVERSITY
CONTEXT

GRADUATE PROGRAMS OF THE FUTURE


STUDENTS
PARTNERSHIPS
CONTEXT

INTERDISCIPLINARY
POSTGRADUATE
DIPLOMATE


INTERDISCIPLINARY POSTGRADUATE DIPLOMATE (IPD)
SUN
MON
TUE
WED
THU
FRI
SUMMER
INSTITUTE
RECEPTION DINNER
DINNER
SEPT
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUNE
A-1
A-2
ENRICH
A-3 ENRICH
A-4
SUN
MON
TUE
WED
THU
FRI
SUMMER
INSTITUTE
RECEPTION DINNER
GRADUATION BANQUET

TRANSFORMATIONAL THINKING

REFRAMING

MINDFULNESS

HOLISTIC THINKING

CREATIVITY

CYBERNETIC THINKING

SYSTEMS THINKING

CHAOS THEORY

MILITARY STRATEGY

LEADERSHIP

SOCIETAL PROBLEMS

LEADERSHIP

STRATEGIC PLANNING

ORGANIZATIONAL DEVELOPMENT

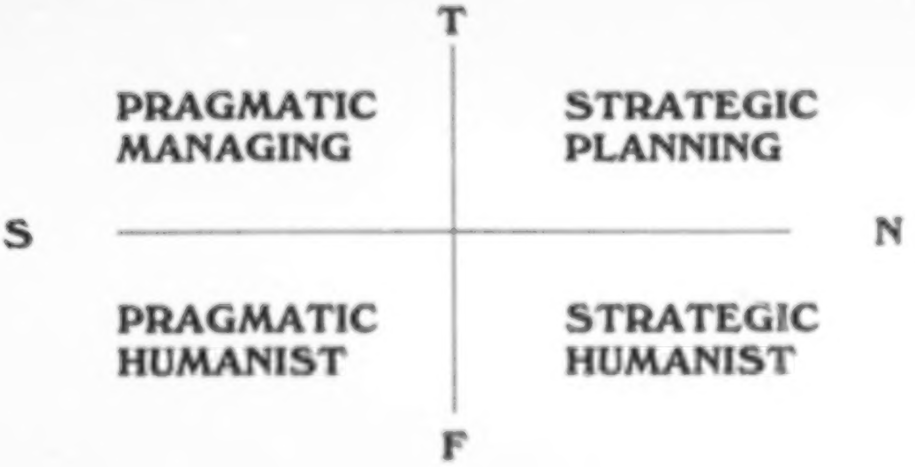
AND

HUMAN RESOURCE DEVELOPMENT

POWERFUL THINKING

PROFESSIONAL DEVELOPMENT

GAPPERT PLANNING STYLES


T
PRAGMATIC MANAGING
STRATEGIC PLANNING
S
N
PRAGMATIC HUMANIST
STRATEGIC HUMANIST
F

CREATING VISIONS
AND
ALTERNATIVE SCENARIOS

OPTION 1

Expansion

Steady State

Contraction

OPTION 2

Contemporary Traditional

Partial Technological

Technology Intensive

OPTION 3

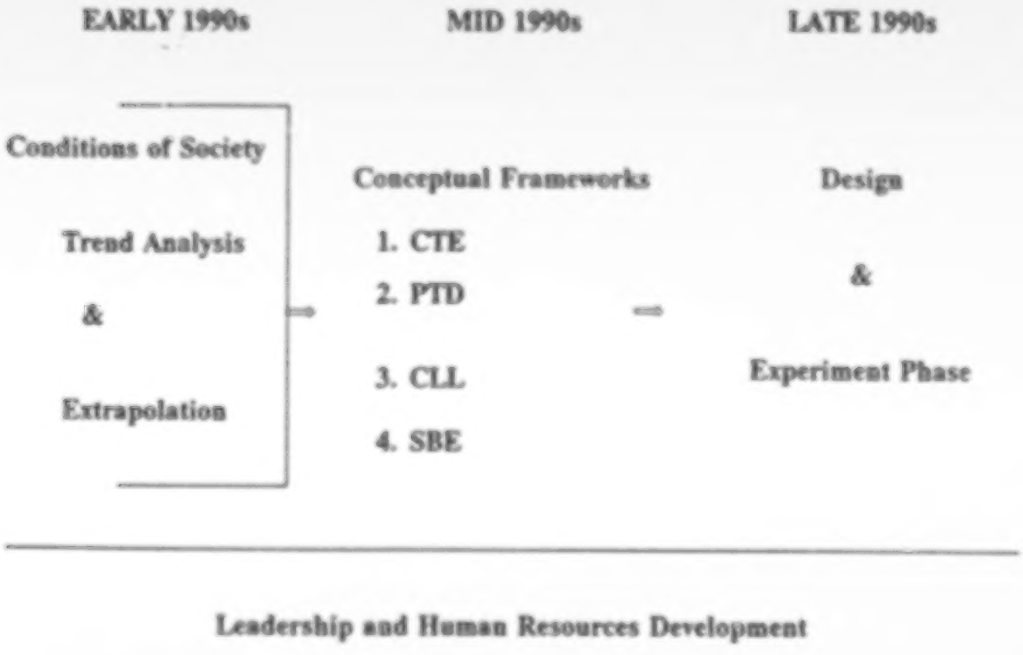
Contemporary Traditional

Partial Technological - Technology Intensive

Cooperative Lifelong Learning

Solution Based Learning

TOWARD LEARNING COMMUNITIES OF THE FUTURE



EARLY 1990s

Conditions of Society

Trend Analysis

&

Extrapolation

MID 1990s

Conceptual Frameworks

1. CTE
2. PTD
3. CLL
4. SBE

LATE 1990s

Design

&

Experiment Phase

Leadership and Human Resources Development

WHAT WE HAVE, WE INHERITED FROM OUR PARENTS. WHAT IS EVOLVING, IS MORTGAGED ON OUR CHILDREN.

VISIONS

PAST	TODAY	21st CENTURY
1940s - 1980s	1990s	2000 - 2020

TREND

--->

EXTRAPOLATION

DREAMS & VISIONS

<--

EQUALITY & QUALITY

Creative Organizational Prototypes

I believe that there exists a possibility for a type of organization so fundamentally more creative than the traditional, authoritarian hierarchy that it is only dimly reflected, even in the most successful, current practitioners of new management principles.

Peter Senge
Sloan School of Management
Massachusetts Institute of Technology

ISSUES

1. TOOLS
2. INTELLECTUAL CAPITAL
3. WILL

IF YOU CAN DREAM IT,

YOU CAN DO IT

WALT DISNEY WORLD